

DOCUMENT RESUME

ED 142 838

CE 012 388

AUTHOR Greenwood, Kathryn M.; Pestle, Ruth E.
TITLE Exploratory Study of Administrative Barriers to Installation of Open Entry-Exit Work Experiences in Cooperative Clothing Retailing Programs. Final Report.
INSTITUTION Oklahoma State Univ., Stillwater. Div. of Home Economics.
SPONS AGENCY Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
BUREAU NO 498AH50356
PUB DATE Feb 77
GRANT G007500328
NOTE 115p.
EDRS PRICE MF-\$0.83 HC-\$6.01 Plus Postage.
DESCRIPTORS *Administrative Problems; Admission Criteria; Adult Programs; Adult Vocational Education; *Change Strategies; Clothing; *Cooperative Education; Cooperative Programs; Credit Courses; Credits; *Individualized Programs; Instructional Materials; *Open Education; Performance Based Education; Retailing; Secondary Education; State Programs; Vocational Education
IDENTIFIERS Oklahoma; *Open Entry Open Exit

ABSTRACT

The purpose of a research project was to find out the barriers to the use of the open entry-exit concept in cooperative vocational programs in the retail clothing area. The researchers developed individualized instructional materials and arranged for them to be accessible to students in 12 secondary and 2 adult programs in Oklahoma City and Tulsa. Efforts were made by researchers and teacher-coordinators to enroll students anytime they wanted to learn about retail clothing between September and December 1977. The open entry-exit concept was implemented in four secondary programs and one adult program. Some of the barriers identified in the nine programs where the concept was not implemented were concerned with the lack of flexibility in the enrollment policies; the lack of an accepted way to establish credit for competency-based achievements of students; and the lack of access to learning materials for students not already enrolled in a cooperative vocational class. The researchers recommended a number of strategies for overcoming barriers to the open entry-exit concept including development of a statewide flexible system of enrollment, initiation of a statewide system for giving credit for competency-based achievements, and/or approval of open entry-exit programs in selected secondary schools in Oklahoma. (Authors/BL)

ED142838

Final Report of Research Project

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EXPLORATORY STUDY OF ADMINISTRATIVE BARRIERS TO
INSTALLATION OF OPEN ENTRY-EXIT WORK EXPERIENCES
IN COOPERATIVE CLOTHING RETAILING PROGRAMS

February 1977

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Author's Abstract

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The research reported herein was performed pursuant to a grant with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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HEALTH, EDUCATION, AND WELFARE

Bureau of Occupational and Adult Education

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INTRODUCTION

The individual needs of students have long been one of the basic concerns of education in America. The open entry-exit system provides a flexible setting for learning to take place in which the learner can initiate entry, proceed at an individual pace to achieve desired learning objectives and exit whenever the objectives are achieved (Dollar, 1971). The development of individualized instructional materials in recent years has enabled students to control their own rate and intensity of learning (Russell, 1974). Nevertheless, after long years of accountability to standard, state regulated units of credit, the administrators participating in this project were hesitant to allow students flexible access to individualized instructional materials on an open entry-exit basis in the schools.

Vocational educators have long recognized the need for flexible, individualized instruction; however, many have yet to realize that flexibility means

...that their programs must be adaptable enough to accept students at different levels; serve students' abilities in terms of performance on the job; and allow students to complete or terminate their programs at different job levels and time intervals (Bruce, 1977).

Although a variety of curriculum materials are available for cooperative vocational and occupational programs, teacher-coordinators must continue to search for instructional materials which incorporate learning experiences for individual students based on occupational and job analysis (Stadt and Gooch, 1977). The philosophy of competency-based learning and the need for instruction, according to Wight, is to open up instruction to more flexible scheduling (1974). He suggests that with competency-based instruction, a time period can become obsolete. Thus, competency-based learning materials which permit students to enter a course at will and complete it when the competency is achieved are ideal for use in open entry-exit programs.

The individualized instructional materials developed in this project were based on the concept of competency-based learning in which tasks performed on the job are identified and minimum standards of performances established (Schrag, 1976). As a result of this study there is evidence that the development of a system to give students credit for competency-based achievements could greatly accelerate the implementation of the open entry-exit concept in secondary and adult education programs.

School administrators influence, to a major extent, the climate within which educational programs evolve and function (A Statement by the Policies Commission, 1974). Therefore, if the barriers to

the open entry-exit concept are to be overcome, administrators must not only understand the concepts of open entry-exit systems and of competency-based learning, but must also help to promote a school environment that will encourage the use of individualized instructional materials in an open entry-exit setting.

Statement of Objectives

This research was designed to identify and examine the administrative barriers to the installation of open entry-exit learning experiences in cooperative work programs at the secondary and adult educational levels. Competency-based learning packages were prepared and a strategy was planned to implement the use of the individualized instruction in order to reduce barriers to the open entry-exit concept in cooperative work programs. Attitudes of school administrators, teacher-coordinators, retailers and students toward the concepts of open entry-exit systems and individualized learning materials were investigated. The specific objectives for the study were:

- A. To determine the opinion of change agents in education and business toward open entry-exit work experience in cooperative retailing programs.
- B. To develop a system of individualized instruction to direct students in the achievement of competency-based objectives in retail clothing and textile work situations.
- C. To influence the administrators toward acceptance and participation in a trial of the open entry-exit system.
- D. To identify and train teacher-coordinators to use the system of individualized instruction in planning open entry-exit cooperative work programs; and in guiding students to achieve competency-based objectives appropriate to individual work situations.
- E. To evaluate the opinions of change agents in education and business regarding trial use of the open entry-exit system.
- F. To make recommendations for implementing 1) the use of the system of individualized instruction when funding is no longer available, and 2) the use of the strategy of overcoming administrative barriers in other school systems.

METHODS USED IN THE PROJECT

Objective A: To determine the opinion of change agents in education and business toward open entry-exit work experience in cooperative retailing programs.

The two research directors arranged twelve conferences with educators in Stillwater, Oklahoma City and Tulsa in August through October, 1975 to determine educational policies and opinions regarding the open entry-exit concept. People in the following positions were visited during these sessions. The names of these educators are in Appendix A.

Stillwater

State Supervisor of Distributive Education
State Specialist in Occupational Home Economics
Teacher-Trainer of Manpower Training Division, State
Department Vocational-Technical Education
State Coordinator of Manpower Programs
Assistant State Coordinator of Adult Education
Director of State Department Vocational-Technical
Education
Superintendent of the Central Oklahoma Area Vocational-
Technical School
Assistant Superintendent of the Central Oklahoma Area
Vocational-Technical School

Oklahoma City

State Superintendent of Instruction
Director of Accreditation, Oklahoma State Department of
Education
Director of Adult Education, Public Schools
State Supervisor of Home Economics Education
Oklahoma City Assistant State Coordinator for Vocational-
Technical Education
Director of Vocational-Technical Education, Public Schools
Director of Secondary Education
Principal of Central Innovative School

Tulsa

Director of Vocational-Technical Education, Public Schools
Supervisor of Home and Family Living
Director of Adult Education of Tulsa County Area Vocational-
Technical School
Superintendent of Tulsa County Area Vocational-Technical
School
Principal of Tulsa County Area Vocational-Technical School

Home Economics Teacher at Tulsa County Area Vocational-
Technical School
Distributive Education Coordinator at Tulsa County
Area Vocational-Technical School

Definition of Terms Related to Open Entry-Exit

1. Open Entry-Exit: A system providing a flexible setting for learning to take place in which the learner can initiate entry, proceed at an individual pace to achieve desired goals and exit when these goals are achieved.
2. Change Agents in Education and Business: Synonymous with high school principals, adult program directors and clothing retailers.
3. School Administrators: The principals in the secondary schools and the directors of adult education programs in Oklahoma City and Tulsa.
4. City Supervisors: The Director of Vocational and Industrial Education and the Supervisor of Home Economics in Tulsa; the Coordinator of Vocational and Technical Education, and the Assistant Coordinator of Vocational Education in Oklahoma City.
5. Teacher-Coordinators: The teachers who participated in the project, including nine cooperative education teacher-coordinators and five regular classroom teachers.
6. Student Participants: The students who completed a pre-test for one or more modules, including 60 secondary students and 9 adults.
7. Trial Period: The months of September, October and November, 1976 when the researchers evaluated the possible implementation of the open entry-exit concept by teacher-coordinators participating in the project.

The research directors defined the role of the Project Advisory Committee and contacted possible members in November and December, 1976. A list of the 13 members who were selected and the role description are in Appendix B.

This committee met in April, 1976 to consider the research plans and make suggestions as to the procedures to be used in implementing the open entry-exit concept in secondary and adult education programs in Oklahoma City and Tulsa. The researchers visited with members of this committee as necessary during the remainder of the project.

Opinions of school administrators regarding the open entry-exit concept were determined before the trial period by recording their answers to questions as they read the same questions during

individual interviews in June, 1976. The questionnaire and the responses are in Appendix C. The 10 interviews were led by one of the research directors in the school office of the administrator. The remaining three school administrators reacted to the open entry-exit concept during the development of the questionnaire and these three were not interviewed again before the trial period.

The names of the retailers were telephoned to the researchers by each teacher-coordinator as soon as a student found work. The retailers were interviewed by the research director or one of the graduate assistants at their place of business in August through November of 1976. The questionnaire and the responses are in Appendix D.

Objective B: To develop a system of individualized instruction to direct students in the achievement of competency-based objectives in retail clothing and textile work situations.

The two research directors and two graduate assistants reviewed the literature to clarify the concepts used in open entry-exit programs and to identify the basic knowledge pertaining to selling men and women's clothing in the fall of 1975.

Definition of Terms Related to Individualized Learning

Two major concepts clarified and used in the project were individualized learning and competency-based learning. These concepts are defined in the statements presented below, along with other related terms.

1. Individualized Learning: The acquisition of knowledge and skills by the student through the use of self-paced learning materials which incorporate self-instructional methods and self-evaluative techniques.

2. Competency-Based Learning: The use of learning materials by the student to acquire knowledge and skills needed to perform tasks in a given job situation.

3. Individualized Instructional Materials: The orientation manual, learning packages containing modules, pretests and post-tests for students, procedures, test keys, record forms and lists of additional reference materials for teacher-coordinators.

4. Learning Packages: A set of learning materials organized according to three major groupings: Sales Responsibilities, Women's Wear and Men's Wear.

5. Modules: The individualized learning materials within each learning package designed for students to use in the classroom and in the retail clothing store. Each module included an introduction, instructions and performance objectives, information sheets, key to symbols, in-class activities, quest, in-store activities, pretests and posttests.

The research directors and the graduate assistants selected and organized the content of the individualized instructional materials using the individualized learning and competency-based concepts during the fall of 1975. In order to determine content, the researchers made a list of tasks performed by salespeople and a list of topics representing basic knowledge related to selling clothing. This information was used in developing a questionnaire to be sent to clothing retailers in Oklahoma City and Tulsa. The Retail Clothing Questionnaire was pretested by nine Stillwater clothing merchants to verify the content and was revised. The researchers then mailed 402 questionnaires to clothing retailers in Oklahoma City and Tulsa in October, 1975. The questions and responses are in Appendix E. The responses were studied and used in considering the content for the individualized instructional materials to be used during the trial period.

A tentative outline of topics was prepared to be included in the learning packages for retail clothing salespeople and a format was selected to be used in developing the modules. The tentative proposal for the organization of the learning packages was presented to two groups of city supervisors and teacher-coordinators attending separate meetings in Oklahoma City and Tulsa in January, 1976. Reactions were considered and the organization of the learning packages and modules was simplified and revised.

A topical outline of content was developed from the revised outline of learning packages and modules. This outline was sent to 16 teacher-coordinators in Oklahoma City and in Tulsa in February, 1976. The ratings of the importance of each topic returned by 10 of the teacher-coordinators are in Appendix F. The 10 responses were used by the researchers in making decisions regarding the organization and the content of the learning packages and modules.

The research directors and the graduate assistants then prepared an orientation manual and seven learning packages, including 18 modules during the spring and summer of 1976. The format used in writing each module included: the introduction, the instructions and performance objectives, the pretest, the pretest analysis, the program for learning, the posttest, the posttest analysis, the quest and the basic references. A series of slides was prepared to accompany two of the modules.

Decisions were made regarding illustrations, the color code for the sets of learning packages, the reading level and packaging and transporting of the modules. The processes used in making these

decisions included holding an advisory committee meeting where suggestions were gathered, testing modules with Stillwater High School students, having experts in the area of individualized instruction and teaching methods review the modules and having teacher-coordinators review rough drafts of six of the modules at the first orientation session.

Each teacher-coordinator received the following: one teacher-coordinator folder; two to five orientation manuals; two to five each of the two Sales Responsibilities Learning Packages; two to five each of the three Women's Wear Learning Packages; one to three each of the Men's Wear Learning Packages; and one set of additional information sheets.

Objective C: To influence the administrators toward acceptance and participation in a trial of the open entry-exit system.

The research directors visited the city supervisors of secondary schools and directors of adult education programs in Oklahoma City and Tulsa in October and November, 1975. These supervisors and directors are listed in Appendix G. At these conferences the objectives of the research project were presented and the procedures were discussed. As a result of these conferences the following actions were taken.

Actions by Researchers

1. An application was filed to request the cooperation of the Oklahoma City and Tulsa Public Schools in the research project.

2. One flier and one brochure were prepared to be used to explain the research project and to recruit students. They are included in Appendixes H and I.

3. Five hundred fliers were duplicated and approximately 200 were mailed to the city supervisors in Oklahoma City and Tulsa to be distributed to the teacher-coordinators. Each teacher-coordinator who wanted to participate in the project was given 25 to 50 fliers. They were encouraged to use the fliers on bulletin boards and as handouts to students who might be interested in the program during the pre-enrollment period in the spring of 1976.

4. Two hundred and fifty brochures were distributed among the teacher-coordinators by the researchers at the first orientation session. The counselors in each school were given 10 to 20 brochures. These brochures were also given to principals and retailers by the researchers during interviews in May, June, August and September, 1976 for them to use in recruiting students.

5. Two brochures were also mailed to each of the 73 retail clothing merchants who responded to the questionnaire.

6. Two meetings, one in Oklahoma City and one in Tulsa, were held to present the research project to the teacher-coordinators in January of 1976.

Actions by City Supervisors

1. Conferences were scheduled with principals in high schools where the city supervisors thought the teacher-coordinators might be interested in participating with the research.

2. Conferences were scheduled with teacher-coordinators who might be interested in participating in the research project.

The research director and the city supervisors continued to investigate the possibility of getting additional secondary and adult education programs to participate in the research projects during May, June, August, September and October, 1976. The Tulsa City Supervisors and the State Supervisor talked to the State Department of Vocational-Technical Education about funding a Cooperative Vocational Home Economics Program in one of the high schools. The researchers visited with the directors of four other adult education programs in Oklahoma City and Tulsa about participating in the program.

A notice was prepared in October, 1976 to be used to recruit additional students before the trial period ended. The Oklahoma City and Tulsa city supervisors were each sent 250 notices to distribute to the teacher-coordinators in each participating school. One of these notices is in Appendix J.

Objective D: To identify and train teacher-coordinators to use the system of individualized instruction in planning open entry-exit cooperative work programs; and in guiding students to achieve competency-based objectives appropriate to individual work situations.

The research directors conferred once with the city supervisors in Oklahoma City and in Tulsa in October, 1975. The methods of identifying and training teacher-coordinators were discussed. As a result of these conferences, the researchers met with the city supervisors and the teacher-coordinators in Oklahoma City and in Tulsa. At these two meetings the objectives for the research project were presented. Also, procedures were discussed for training the teacher-coordinators in the system of individualized instruction to be used

in the open entry-exit cooperative work programs. Plans were made for a series of three orientation sessions to be held to train teacher-coordinators participating in the project. The research directors made arrangements for the teacher-coordinators to receive graduate credit for attending these orientation sessions if they wished to enroll for two hours credit at Oklahoma State University. The requirements for graduate credit and the contract are in Appendix K.

The research directors arranged for each of the three orientation sessions to be scheduled either on a group or on an individual basis in order to accommodate the teacher-coordinators. One additional teacher-coordinator entered the research project during the trial period and all three orientation sessions were conducted on an individual basis. The time and purpose of each of these sessions is described next.

First Orientation Session

This session was planned for the month of June, 1976. The purpose of this first session was twofold: 1) to acquaint the teacher-coordinator with the organization of the learning packages and the modules to be used in the trial period, and 2) to obtain their reactions and suggestions concerning the orientation manual, the six sample modules and the procedures to be used to provide an open entry-exit setting for students participating in the trial period.

Second Orientation Session

This session was planned for the month of August, 1976. The purpose of this session was twofold also: 1) to give the teacher-coordinators an opportunity to review a set of the learning packages which would be available for students participating in the trial period, and 2) to complete the arrangements for transporting the learning packages to the resource center in each of the participating teacher-coordinator's classrooms.

Third Orientation Session

This session was planned for the month of December, 1976. The purpose of this session was twofold: 1) to obtain the student and teacher-coordinator evaluations of the trial period, and 2) to obtain the progress records of the students participating in the project.

The two graduate assistants maintained contacts with each teacher-coordinator during the three months of the trial period, September, October and November, 1976 by telephone conferences and on-site visits. Records were compiled including the names of the students who were employed in retail clothing stores and the names and location of each employer. Twenty-one employers were visited

by the researchers after the students had become employed and nineteen were visited again at the end of the trial period in December, 1976 to secure their attitudes regarding the research project.

Objective E: To evaluate the opinions of change agents in education and business regarding the trial use of the open entry-exit system.

In November and December, 1976 the research director and graduate assistants individually revisited the school administrators and retailers to discover if there had been a change of their opinions regarding the use of the open entry-exit concept. The same questions were repeated that had been asked by the researchers on the first interview. The two questionnaires and the responses are in Appendix L and M.

Objective F: To make recommendations for implementing: 1) the use of the system of individualized instruction when funding is no longer available, and 2) the use of the strategy of overcoming administrative barriers in other school systems.

Recommendations for implementing the use of the system of individualized instruction after the research project was over were developed in the following three stages:

1. The researchers scheduled a conference with the 14 teacher-coordinators in December, 1976. Each one was given an evaluation to fill out while the researcher was present.

2. The researchers studied the teacher-coordinators' responses to one question regarding whether any students or adults asked to enter the class and get credit for completing the modules after the regular time for enrollment for fall semester had ended. The researchers talked with each teacher-coordinator again by telephone regarding the manner in which students were allowed to enter the class and get credit.

3. The researchers compared the opinions of the school administrators of the schools where students had asked to enter class and had received credit for completing the modules after the regular enrollment for fall semester had ended with the opinions of the school administrators where the students had not been able to enter late.

Recommendations for implementing the use of the strategy of overcoming administrative barriers in other school systems were developed by the two research directors in the following manner:

1. The failure to implement the open entry-exit concept during the project in December, 1976 was reviewed and discussed. Ideas were developed regarding the barriers found to the implementation.

2. Each barrier was analyzed by the researchers to find possible strategies which might be tried to overcome the barriers.

3. The barriers and the strategies were given to the advisory committee in January, 1977 along with the total report of the project for their review and suggestions.

4. The reactions of the advisory committee were incorporated into the recommendations for overcoming administrative barriers.

5. The suggestions of the advisory committee were considered in completing the final report of the research project.

RESULTS OF THE PROJECT

Opinions of Change Agents and Educational Policies

A variety of opinions were held by the change agents in education and business toward the open entry-exit work experience in cooperative retail programs (Objective A).

Summary of Barriers and Supporting Conditions

The 21 educators interviewed early in the project by the researchers expressed concern about certain problems and pointed out existing educational policies which might or might not support the implementation of the open entry-exit concept. Opinions identified early in the project which were considered to be barriers to implementation included: the lack of understanding of the concept of open entry-exit programs by teachers, students and the general public; the difficulties some teachers have in adjusting traditional class schedules to accommodate students entering at different times; the need for assistance from administrators in balancing teachers' work load to the flow of entering and exiting students; and the difficulties some teachers have in using learning materials prepared by someone else or in adapting existing teaching materials for use in open entry-exit programs.

Some of the existing educational policies pointed out by the 21 educators were considered as barriers to the implementation of the open entry-exit concept. For example, the State Board of Education and the Instructional Division have not modified the traditional high school system of awarding course credits to students in order to accommodate competency-based education.

Specifically, policies stated in the Annual Bulletin for Elementary and Secondary Schools describe the standard school year, the traditional class schedule, the units of credit and the traditional teacher load (1976). The standard school year consists of 174 days devoted to classroom instruction. The traditional class schedule consists of 55 minute periods, five days per week. One full unit of credit may be given for a course offered the entire school year and one-half unit of credit may be given for a course offered for one semester. The unit value of vocational courses allows two units of credit for the combination of one hour in class and the average of 10 hours per week on-the-job training under supervision. Three units of credit are allowed for the combination of two hours in class and the average of 10 hours per week on-the-job training under supervision. The average teacher-pupil ratio cannot exceed 160 pupils per day.

In cooperative vocational education programs the policy for interpreting the teacher-pupil ratio should take into consideration the number of hours daily in class and the number of hours of

on-the-job training supervised by the teacher-coordinator. For example, if a teacher has 40 students enrolled in a program for one hour daily in class and ten hours per week of on-the-job training, each student would receive two units of credit and the teaching load should be considered to be 80 students.

The researchers noted some conditions which might support the implementation of the open entry-exit concept; for instance, adult education programs not under the state accreditation system were more receptive to individualized instruction. Some of these programs were using these open entry-exit concepts in such areas as educating welders and licensed practical nurses. Some teachers were receptive to trying to use a new system of instruction, especially when assured that learning packages would be provided by the researchers for students to use in class and on-the-job.

Several examples existed of isolated situations where individualized learning materials were being used in Oklahoma high schools, such as the Central Innovative High School in Oklahoma City which opened in the spring of 1976. The researchers learned from the Director of the Accreditation Section of the State Department of Education of a policy by which experimental programs, such as the use of the open entry-exit concept, could be proposed by the principal and a teacher in any high school. Thus, innovative programs might be approved for a limited time and would be closely monitored by someone in the Accreditation Section of the State Department of Education.

Opinions of School Administrators and Retailers

The questionnaire used before the trial study and the responses of 10 school administrators appear in Appendix C. Objective questions related to independent learning, teacher-coordinators, access to learning, pacing of learning and sequence of application were listed in that order. In general, school administrators were in agreement with the statements showing a positive attitude toward the open entry-exit system. However, the four statements in Table 1 indicate some concern over problems of scheduling classes for students, an uncertainty or disagreement in allowing access to learning materials for students who are not in class.

In discussing the three open-ended questions at the end of the questionnaire, the school administrators pointed up two problems related to class scheduling before the trial period. One was the scheduling of students in cooperative classes when they already might be in or enrolled in a conflicting course required for graduation, and one was the scheduling of students in cooperative classes after the first three weeks of classes unless students had just moved into the school district.

School administrators felt that there was no way to give students in their building who were already working in retail stores both the materials to read and a chance to get credit

Table 1

School Administrators' Attitudes Toward Access of
Students to Classes and Materials as
Expressed Before the Trial Period

N = 10

Statements	Agreed 5-4	Undecided 3	Disagreed 2-1
It is difficult to schedule classes for students who work during the school day.	6	2	2
Students who obtain a job and are not in a cooperative work program should be allowed to enroll when they get a job.	2	4	4
Students who do not have jobs should have access to the same learning materials as students who do have jobs.	9	1	0
Students who obtain a job and are not enrolled in a cooperative work program should have access to learning programs without enrolling in a course.	8	2	0

recorded for completing modules either in the building or in the store except by enrolling them in the specified time period in a cooperative class. They felt retailers would have few if any problems related to the schools' implementing an open entry-exit concept.

School administrators felt teacher-coordinators might lack time to administer pretests and posttests and then confer with a few students, while at the same time overseeing the majority of activities of the class who were not involved in the research.

The 21 retailers' attitude toward the open entry-exit system was positive before the trial period. Their responses to the questionnaire appear in Appendix D. In reaction to the open ended questions on the questionnaire the retailers did not anticipate any problems

during the trial period, except in two situations. Specifically, three retailers said teacher-coordinators might not be aware of students' problems on a job or might not be familiar with the work situation.

System of Individualized Instruction

Individualized instructional materials were prepared by the researchers to direct students in the achievement of competency-based objectives in retail clothing and textile work situations (Objective B).

Content Selected

In response to the retail clothing questionnaire, 82 merchants rated the tasks performed and basic knowledge needed by salespeople. Nine responses from retailers who carried only children's clothing were excluded from the tabulations. Thus, the responses of 73 women's and men's wear merchants in Oklahoma City and Tulsa were used for the purpose of the project. These responses are in Appendix E.

The retail clothing merchants agreed that tasks most often performed by salespeople on a daily basis were selling merchandise and completing sales transactions. Additional duties often performed by salespeople included stockkeeping, protection and security, and customer services.

The retail clothing merchants agreed that it was very important for salespeople to know or be able to do the following:

- select several garments which will fit the customer (size, figure type, style, price and quality)
- point out the selling features and benefits of a garment (value, durability, versatility, comfort, ease of care and performance)
- know the store and/or department merchandise assortment (sizes, prices, styles, colors and fabrics)
- suggest several accessories which would enhance the garment (color, texture, and versatile items)
- know the store policies (services, returns, credit, alterations and special ordering)
- evidence skill in interpersonal relationships (diplomacy, tact, initiative and personal appearance)

Additional kinds of knowledge which the merchants felt were of importance to salespeople as related to the store and the department layouts included: the store image, customer types, aesthetic values of clothing, fabrics and materials and care of garments.

Ten teacher-coordinators in Oklahoma City and Tulsa reacted to a list of topics based on the tasks and knowledge the retailers considered important for salespeople. These responses are in Appendix F. Topics considered very important by the majority of the teachers were: attitude, employer-employee relations, customer relations, initiating the sale, merchandise care, basic merchandise classifications and assortments such as types, price lines, sizes.

Additional topics the teachers felt were important included: construction and fitting problems, seams and finishes; fabric features, comfort, care; line and design principles, colors, proportion; and style characteristics, silhouettes, style details in both women's and men's wear.

Individualized Instructional Materials

The outside covers for the teacher-coordinator folder, the orientation manual, the 7 learning packages, and the 18 modules are shown in Appendix N.

Teacher-Coordinator Folder. The teacher-coordinator folder contained the following: summary of procedures, test keys, record form, lists of basic references for the modules, additional references available from the Curriculum and Instructional Materials Center, State Department for Vocational and Technical Education, and films available from the Oklahoma State University Audiovisual Center and from the Curriculum and Instructional Materials Center, State Department of Vocational and Technical Education. A summary of the procedures for the teacher-coordinators and students is in Appendix O.

Orientation Manual. The orientation manual contained an introduction to retailing and three major sections: Your Attitude On-The-Job, Your Appearance On-The-Job and Your Knowledge About the Job. Simulated work experiences were provided to help students reinforce the information in each section. A plan sheet was included for students to use to indicate the modules they wished to complete. A self-evaluation of both attitude and appearance was included for students employed in retail clothing stores.

The orientation manual was prepared to be completed by each student at the time of entry into the project. Thus, all students were required to consider the importance of personal appearance and attitude on the job and to make tentative plans as to the modules to be completed. Examples of each of these parts of the orientation manual appear in Appendix P.

Learning Packages and Modules. The 7 learning packages contained 18 modules which were organized in three major groups. Two learning packages contained modules related to the sales responsibilities, 3 learning packages contained modules related to selling women's wear and 2 learning packages contained modules related to selling men's wear.

The titles of the 7 learning packages and the 18 modules are listed below according to the three major groupings:

Learning Package Titles

Module Titles

Sales Responsibilities

Selling Techniques

1. Initiating the Sale
2. Selling Strategies
3. Increasing Your Sales
4. Customer Services

Stockkeeping Duties

5. Merchandise Arrangement
6. Merchandise Care

Women's Wear

Women's Wear Merchandise Assortments

7. Basic Merchandise Classifications
8. Women's Wear Assortments

Women's Wear Suitability for Customer

9. Basic Principles of Line and Design
10. Women's Wear Line and Design

Women's Wear Style Characteristics

11. Women's Wear Basic Style Silhouettes
12. Women's Wear Neckline and Sleeve Treatments
13. Women's Wear Style Details

Men's Wear

Men's Wear Merchandise Assortments

14. Basic Merchandise Classifications
15. Men's Wear Assortments

Men's Wear Style Characteristics

16. Men's Wear Basic Style Silhouettes
17. Men's Wear Neckline and Sleeve Treatments
18. Men's Wear Style Details

In addition to the eighteen modules, information sheets were prepared to be used as a substitute for eight modules related to fabric and construction and fit which were not completed for use during the trial period.

Each of the 18 modules which were completed could be used by both students employed in retail clothing stores and students not employed. Students were encouraged to select the modules they felt best met their needs or interests. Each module was self contained and the individual student could select any one and complete it independently of the others. Examples of the parts included in each of the modules are in Appendix Q.

A unique feature of each module was the inclusion of both in-class activities and in-store activities for the students. The in-class activities were designed for both the employed and unemployed student. These activities reinforced the performance objectives in each module and included a variety of assignments, such as puzzles, word games and case studies. The first activities in each module required the simple recall of the facts, then progressed to activities involving higher level cognitive processes.

The in-store activities were only required for students employed in a retail clothing store. These activities encourage the students employed in a retail clothing store to apply the information they had studied in the modules and included a variety of assignments, such as examination of merchandise characteristics, evaluation of selling situations and arrangement of stock. Quest activities provided additional opportunities for students to gain more knowledge related to each module.

Each module had a pretest and a posttest, and an analysis conference form. The pretest and posttest were identical and the scoring system was designed to minimize the time required for evaluating the students' achievements on each module. Examples of these forms are in Appendix R. Students could participate in a simulated experience following the use of two of the modules, Basic Principles of Line and Design and Women's Wear Line and Design. Students who completed these two modules had an opportunity to view slides of current merchandise and to apply the line and design principles they had studied in selecting garments appropriate for various customers' figure types and problems.

Sixteen sets of the individualized instructional materials were transported to teacher-coordinators for use by students during the trial period of September, October and November, 1976.

School Administrators Participating in Project

The researchers influenced 13 school administrators toward acceptance and participation in trial of the open entry-exit system (Objective C).

Principals and Adult Education Directors

The request for the cooperation of the Oklahoma City and Tulsa schools in the research project was approved by the research coordinator in the Office of the Superintendent of Schools in each city. Eleven principals and one adult education director were influenced to participate in the trial of the open entry-exit system as a result of the initial meetings with the City Supervisors and the Project Advisory Committee. As a result of additional efforts, one more adult education director in Oklahoma City was influenced to participate in the project near the end of the trial period.

Eleven of the school administrators who participated in the project were principals of high schools including eight from Oklahoma City and three from Tulsa. One Tulsa principal had two programs participating in the project. Only 2 of the 13 school administrators were directors of Adult Education Programs, 1 in Oklahoma City and 1 in Tulsa.

The City Supervisor and the State Supervisor of Home Economics Education were not successful in obtaining approval for a Cooperative Vocational Home Economics Program in the secondary schools in Tulsa. The director of one other adult education program in Oklahoma City expressed an interest in using the individualized instructional materials but did not participate during the trial period.

Types of Secondary and Adult Education Programs

The efforts made to influence the administrators toward acceptance and participation in a trial of the open entry-exit system resulted in the participation of 14 programs in the project, including 12 secondary and 2 adult programs. The types of secondary and adult education programs and the locations are indicated in Table 2. Five of the 12 secondary programs were in distributive education, including 4 in Oklahoma City and 1 in Tulsa. Three non-vocational home economics programs in Tulsa

Table 2

Types of Secondary and Adult Education Programs Participating in the Project in Oklahoma City and Tulsa

Types of Programs	Secondary		Adult		Total
	OKC	Tulsa	OKC	Tulsa	
Distributive Education	4	1 ^a		1	6
Non-Vocational Home Economics		3 ^a			3
Cooperative Vocational Education in Home Economics	2				2
Cooperative Vocational Education	1				1
Business Education	1				1
Retail Sales			1		1
Totals	8	4	1	1	14

^aIn one instance there were two different programs from the same high school participating in the project.

and two cooperative vocational home economics programs in Oklahoma City participated in the project. In one high school in Tulsa, two programs participated in the project, one distributive education and one non-vocational home economics program. Of the two adult education programs, one was in distributive education at the Tulsa County Area Vocational-Technical School and one was in retail sales at the Opportunity Industrial Center in Oklahoma City. A list of the schools, the administrators and the teacher-coordinators in Tulsa and Oklahoma City is in Appendix S.

Teacher-Coordinators Trained and Concept Implemented

Fourteen teacher-coordinators were trained by the researchers to use the system of individualized instruction in planning open entry-exit cooperative work programs and in guiding students to achieve competency based objectives appropriate to individual work situations (Objective D).

Teacher-Coordinators Identified and Trained

Twenty-one teacher-coordinators showed an initial interest in the research when the researchers presented the project objectives and the plans for using the individualized instructional materials. Eighteen of these secondary teacher-coordinators were identified by the city supervisors in Oklahoma City and Tulsa in the early stages of the project. Three additional teacher-coordinators in adult education were identified by the researchers with the help of directors of adult education programs in Oklahoma City and Tulsa. Of the 21 teacher-coordinators who were interested in the research, 14 were trained to use the system of individualized instruction and participated in the project during the trial period. The number and type of teacher-coordinators interested in the project are compared in Table 3 with those who were trained and participated during the trial period.

Three orientation sessions were held in June, August and December, 1976 to train the 14 teacher-coordinators participating in the project. Eight of the 14 teacher-coordinators received two hours graduate credit through the Oklahoma State University Extension Division for attending the three orientation sessions and completing the contract agreements. Appendix K includes the contract agreements. Eighteen teacher-coordinators were trained in group sessions and 24 in individual sessions as shown in Table 4.

At the first orientation session the teacher-coordinators reviewed the first draft of the orientation manual and six of the modules. The researchers received numerous suggestions for revisions of the modules. The teacher-coordinators agreed on procedures and policies regarding the use of the orientation manual, the selection of modules by students, the administration of tests, the arranging of student conferences and the recording of students'

Table 3

Comparison of Number and Type of Teacher-Coordinators Interested with
Those Who Were Trained and Participated in the Project

Type of Program	Oklahoma City Teacher-Coordinators				Tulsa Teacher-Coordinators			
	Secondary		Adult		Secondary		Adult	
	Int. ^a	Part. ^b	Int. ^a	Part. ^b	Int. ^a	Part. ^b	Int. ^a	Part. ^b
Distributive Education	5	4	1	0	3	1	1	1
Non-Vocational Home Economics					5 ^c	3		
Cooperative Vocational Home Economics	2	2						
Cooperative Vocational Education	1	1						
Industrial Cooperative Training	1	0						
Business Education	1	1						
Retail Sales			1	1				
Totals	10	8	2	1	8	4	1	1

^aInterested.

^bTrained and participated.

^cOne secondary home economics program was in an Area Vocational-Technical School.

Table 4

Number of Teacher-Coordinaors Trained in Groups and Individually During the Three Orientation Sessions

Orientation Sessions	Location	Type of Training	
		Group	Individual
First	Oklahoma City	5	5
	Tulsa	2	2
Second	Oklahoma City	4	1
	Stillwater	4	0
	Tulsa	3	2
Third	Oklahoma City	0	9
	Tulsa	0	5
Totals		18	24

achievements by teacher-coordinators. It was agreed that students would complete the orientation manual before selecting modules from the learning packages.

At the second orientation session, the teacher-coordinators reviewed a final set of the individualized instructional materials. They responded positively to the learning packages and modules. The teacher-coordinators felt that the modules would be appealing to students and would be easy to use due to the organization of the learning packages and the colorful covers. The teacher-coordinators agreed to encourage students to complete five or more modules during the trial period.

Implementation of the Open Entry-Exit Concept

The open entry-exit concept was described for the purposes of the project as a system of providing a flexible setting for learning to take place in which the learner can initiate entry, proceed at an individual pace to achieve goals and exit when these goals are achieved.

The researchers established that there was a group of five teacher-coordinators who said that students had asked and had been admitted to their programs at different times during the trial period. Conversely, a group of nine teacher-coordinators said that no students had been admitted to their programs after the regular enrollment for fall semester had ended.

School Settings. The open entry-exit concept was implemented in five school settings and was not implemented in nine school settings. In each of the five school settings, the open entry-exit concept was implemented in a different manner. The five school settings are described in Appendix T. In two instances the schools had a continuous enrollment policy, in one school students could enroll any school day and in the other school students could enroll any Monday and exit any Friday. In another school, although there was not a continuous enrollment policy, the students were allowed to select course work during the semester on an open entry-exit basis. In the two other schools students who were not enrolled in the teacher-coordinator's class were allowed to have access to the learning packages. Credit was given to students completing one or more modules in four of the five programs; however, in one program no credit was given to a student who completed one of the modules. The five schools where the open entry-exit concept was implemented included four secondary programs and one adult education program.

In the nine schools where the open entry-exit concept was not implemented each teacher-coordinator allowed students regularly enrolled in class to use the learning packages during their free time. Credit was given on the basis of a special class project or as a substitute for some other class assignment. Eight of the nine programs where the open entry-exit concept was not implemented were in secondary schools and one was in an adult school. The nine school settings are described in Appendix T.

Teacher-Coordinators' Background. Five of the 14 teacher-coordinators had bachelor's degrees and 8 had master's degrees. One of the teacher-coordinators did not have a college degree but did have a number of years experience in retailing.

The 14 teacher-coordinators who participated in the project had been teaching in high schools on an average of six years. The average for the teacher-coordinators in programs where the open entry-exit concept was implemented was five years of high school teaching. In programs where the concept was not implemented the average for the nine teacher-coordinators was seven years of high school teaching.

An average of four years had been spent teaching in cooperative programs by the 14 teacher-coordinators participating in the project. The five teacher-coordinators in programs where the concept of open entry-exit was implemented had been teaching an average of less than one year. Two of the five had not worked in cooperative programs; however, they had taught in non-vocational home economics programs for 10 years each. The nine teacher-coordinators in programs where the concept was not implemented had been teaching in cooperative programs an average of five and one-half years.

Learning packages and modules had been used before by only two of the teacher-coordinators in programs where the open entry-exit concept was implemented. Three of the nine teacher-coordinators in the programs where the open entry-exit concept was not implemented had used learning packages with modules before.

Students Participating in Project. A comparison of the number of students participating in the programs where the open entry-exit concept was and was not implemented is shown in Table 5. A total of 28 students participated in the 5 programs where the open entry-exit concept was implemented. The larger number of students (41) were in the nine programs where the concept was not implemented.

Table 5
Number of Students Participating in Programs Where the
Open Entry-Exit Concept Was and Was Not Implemented

Type of Program	Implemented		Not Implemented	
	Number Programs	Students	Number Programs	Students
Secondary Level				
Business Education	1	7		
Cooperative Vocational Education			1	7
Cooperative Vocational Home Economics	1	11	1	8
Non-Vocational Home Economics	2	9	1	4
Distributive Education			5	14
Adult Level				
Retail Sales	1	1		
Distributive Education			1	8
Totals	5	28	9	41

Retail Employment of Students. Of the 69 students participating in the program, 37 worked in retail clothing or fabric stores at some time during the trial period. Fourteen additional students who participated in the project were employed in other types of establishments such as jewelry stores, food services and offices. The types of retail stores employing students who participated in programs where the open entry concept was and was not implemented appear in Table 6. The eight students in programs where the open entry-exit concept was implemented were employed in department stores, variety stores and discount stores. Eleven of the 29 students in the programs where the concept was not implemented were employed in women's apparel shops.

Five adult employees in two small retail stores were interested in using the learning packages. Four employees in one store took the pretests but did not complete any modules. The manager of the other store decided not to participate in the project because college credit was not allowed for completing the learning packages.

Table 6

Types of Retail Stores Employing Students Who Participated
in Programs Where the Open Entry-Exit Concept Was
and Was Not Implemented

Types of Retail Stores ^a	Number of Students	
	Implemented	Not Implemented
Women's Apparel Stores		11
Men's Apparel Stores		2
Fabric Stores		1
Department Stores	5	7 ^b
Variety Stores	2	7
Discount Stores	1	1
Totals	8	29

^aStores in which students were selling either clothing or fabric.

^bTwo of these students were employed in non-selling jobs.

In general, the adult employees felt they did not have time on the job or at home to work on the modules. One person commented that the materials were too detailed and time consuming.

Modules Completed by Students. Of the 69 students who participated in the program, 56 completed one or more of the 18 modules. The number of modules completed by students during the trial period in programs where the open entry-exit concept was implemented is compared in Table 7 with the number completed by students in programs where the concept was not implemented. Each of the 14 teacher-coordinators agreed to encourage students to complete 5 or more modules during the trial period. In programs where the open entry-exit concept was implemented, 12 students completed 5 or more modules. In these same programs only 3 students completed more than 10 modules. In programs where the concept was not implemented, 9 students completed 5 or more modules and 5 completed more than 10 modules during the trial period.

Table 7

Number of Modules Completed by Students During the Trial
Period in Programs Where the Open Entry-Exit Concept
Was and Was Not Implemented

Number of Modules Completed	N = 56	
	Number of Students ^a	
	Implemented	Not Implemented
1-2	13	11
3-4	1	10
5-6	6	4
7-8	2	
9-10	1	
11-12	2	5
13-14		
15-16		
17-18	1	
Totals	26	30

^aThirteen additional students attempted one or more modules but did not complete any.

The title of the 18 modules and the number of students completing each in the programs where the open entry-exit concept was and was not implemented appear in Table 8.

Table 8

Module Titles and Number of Students Completing
Modules Where the Open Entry-Exit Concept
Was and Was Not Implemented

Module Titles	Number of Students Completing Each Module			
	<u>Implemented</u>		<u>Not Implemented</u>	
	Female	Male	Female	Male
<u>Sales Responsibilities</u>				
Initiating the Sale	13	1	22	1
Selling Strategies	10	1	8	
Increasing Your Sales	9	2	10	
Customer Services	8	2	8	
Merchandise Arrangement	7	1	6	
Merchandise Care	6	1	5	
<u>Women's Wear</u>				
Women's Wear Basic Merchandise Classifications	3	1	9	
Women's Wear Assortments	2	1	5	
Women's Wear Basic Principles of Line & Design	12		12	
Women's Wear Line & Design	5		12	
Women's Wear Basic Style Silhouettes	9		9	
Women's Wear Neckline & Sleeve Treatments	6		10	
Women's Wear Style Details	7		8	
<u>Men's Wear</u>				
Men's Wear Basic Merchandising Classifications	1			
Men's Wear Assortments	1		1	
Men's Wear Basic Style Silhouettes	5			
Men's Wear Neckline & Sleeve Treatments	5			
Men's Wear Style Details	4		1	

The largest number of students completed the module titled "Initiating the Sale," including 22 females and one male, in programs where the open entry-exit concept was not implemented and 13 females and 1 male in programs where the concept was implemented. Although the teacher-coordinators agreed during the second orientation session to let students select modules on an individual basis, during the trial period some students were encouraged to work on the "Sales Responsibility" modules before starting on the women's wear or men's wear modules. Twelve students in programs where the open entry-exit concept was implemented and 12 students in programs where the concept was not implemented completed the module on "Women's Wear Basic Principles of Line and Design." This module had an accompanying slide series which illustrated the principles included in the information sheets. The students reacted very positively to this type of visual activity. The men's wear modules were completed by female students rather than male. Six males participated in the project but only three completed modules during the trial period.

Evaluation of Individualized Instructional Materials

At the end of the trial period the evaluations of the 14 teacher-coordinators were positive regarding the use of the individualized instructional materials. No major problems or difficulties were identified. Most of the teacher-coordinators agreed that having the learning packages gave them more time with students who needed individual help. Several commented that the system was not complicated and that the materials were clearly prepared and easy for students to understand. The teacher-coordinators felt the modules encouraged students to advance at their own pace and gains measured by pretest and posttest scores showed that the students had "learned a lot." No major suggestions were made for revision of the individualized instructional materials. The questionnaire and the teacher-coordinators' responses are in Appendix U.

The 24 students who completed an evaluation questionnaire responded in a positive manner concerning their use of the system and materials. In evaluating their achievement the students agreed that they liked being able to start modules when they wanted to do so. They felt the modules made it possible to work at their own rate and that the instructions were easy to follow. The students made no major suggestions for revision of the modules. The questionnaire and the students' responses are in Appendix V.

Plans were made by the researchers for the dissemination and further use of the individualized instructional material. These plans are summarized in Appendix W.

Comparison of Opinions of Change Agents

In the final evaluation the opinions of the change agents in education and business after the trial use of the open entry-exit system was compared by the researchers with the opinions of the change agents before the trial period (Objective E).

School Administrators' Opinions

Thirteen secondary principals and adult directors agreed to be part of the research. One principal had two programs in his school. Only 10 before-and-after comparisons of their opinions were possible because three school administrators reacted to the open entry-exit concept during the development of the evaluation instrument and no evaluations of these three administrators' opinions regarding the open entry-exit concept were made until the end of the trial period.

The 10 administrators' opinions were consistent from the beginning to the close of the trial period, except in three instances. The data in Table 9 shows that administrators were undecided at the start of the trial period as to whether students could apply knowledge in a job situation unless they had an opportunity to work while they were learning (Statement 12). At the end of the trial period they more frequently agreed that students cannot apply knowledge without working while learning.

At the beginning of the trial period, most administrators agreed that students who obtain jobs and are not enrolled in a cooperative program should have access to learning packages without enrolling in a course (Statement 7). Fewer administrators agreed with the statement and more were undecided at the end of the trial period.

At the end of the trial period fewer administrators disagreed with the statement that new teaching systems can be more easily initiated by teachers with few years of teaching experience than at the beginning of the trial period (Statement 3).

A comparison of the opinions of the school administrators toward the open entry-exit concept after the trial period in schools where the concept was and was not implemented is presented in Appendix X. In general, there was agreement in the opinions held by both groups of school administrators in terms of the questions which expressed a positive attitude toward the open entry-exit concept. However, there were more differences of opinions on the three statements which are shown for comparison in Table 10.

The numbers in these comparisons are small and no definite conclusions can be drawn in terms of the school administrators. Nevertheless, there was a conflict of opinions between the two groups of school administrators in terms of allowing students who are not in cooperative work programs to enroll when they get a job. Three of

Table 9

School Administrators' Opinions Regarding the Open Entry-Exit Concept
Before and After the Trial Period

Statements	N = 10					
	Opinions Before			Opinions After		
	Un-	Dis-		Un-	Dis-	
	Agreed	decided	agreed	Agreed	decided	agreed
	5-4	3	2-1	5-4	3	2-1
1. In cooperative vocational education programs there should be self-instructional materials related to the students job competencies.	9	1	0	10	0	0
2. Individual learning packages are ideal for use in cooperative work programs where different students need to develop different job skills.	10	0	0	10	0	0
3. New teaching systems can be more easily initiated by teachers with few years of teaching experience.	4	2	4	5	3	2
4. It is difficult to schedule classes for students who work during the school day.	6	2	2	5	3	2
5. Students who obtain a job and are not in cooperative work programs should be allowed to enroll when they get a job.	2	4	4	2	4	4
6. Students who do not have jobs should have access to the same learning materials as students who do have jobs.	9	1	0	8	2	0

Table 9 (Continued)

Statements	N = 10					
	Opinions Before			Opinions After		
	Agreed 5-4	Un- decided 3	Dis- agreed 2-1	Agreed 5-4	Un- decided 3	Dis- agreed 2-1
7. Students who obtain a job and are not enrolled in a cooperative work program should have access to learning packages without enrolling in a course.	8	2	0	4	4	2
8. Students should be allowed to learn at their own pace in the classroom.	9	1	0	8	2	0
9. Some high school students are able to learn on their own given the necessary information and instructions in a classroom setting.	10	0	0	8	2	0
10. Independent learning systems can be profitable for the slow learner as well as for the fast learner.	10	0	0	8	1	1
11. Students who are enrolled in cooperative work programs should first learn basic job skills.	8	0	2	9	0	1
12. Students cannot apply knowledge on a job situation unless they have an opportunity to work while they are learning.	2	7	1	6	3	1

Table 10

School Administrators'* Opinions Regarding the Open Entry-Exit Concept
After the Trial Period in Schools Where the Concept
Was and Was Not Implemented

Statements	N = 5			N = 8		
	Implemented			Not Implemented		
	Un-	Dis		Un-	Dis-	
	Agreed	decided	agreed	Agreed	decided	agreed
	5-4	3	2-1	5-4	3	2-1
Students who obtain a job and are not in cooperative work programs should be allowed to enroll when they get a job.	3	1	1	1	3	4
It is difficult to schedule classes for students who work during the day.	1	2	2	7	1	0
New teaching systems can be more easily initiated by teachers with few years of teaching experience.	3	1	1	3	2	3

*There was a total of 13 principals for the 14 programs, since one principal had two programs participating in the project.

the five administrators in schools where the open entry-exit concept was implemented agreed with the statement; conversely, four of the eight administrators disagreed. There was also conflict between the two groups in regard to the difficulty in scheduling classes for students who work. Two of the five administrators in schools where the concept was implemented disagreed and seven of the eight administrators agreed with the statement.

In regards to whether or not new teaching systems can be more easily initiated by teachers with few years of teaching experience, three of the five administrators agreed in schools where the open entry-exit concept was implemented. However, there was a difference of opinion and some indecision among the eight administrators of schools where the concept was not implemented. As reported previously in this study the teacher-coordinators in programs where the concept was implemented had been teaching an average of five years compared with an average of seven years for those in programs where the open entry-exit was not implemented.

Retailers' Opinions

Nineteen retailers were interviewed at the beginning and at the end of the trial period. However, 25 retailers employed students who were participating in the project. A comparison of interviews at the beginning of the trial period and at the end of the trial period was possible with only 19 of the retailers. This was because some students quit working or changed jobs during the trial period and others started working near the end of the trial period. A comparison of the 19 retailers who responded to the questionnaire is shown in Table 11.

In general, the retailers were consistent in their opinions from the beginning of the trial period to the end, with three exceptions. In several instances the changes that occurred in the retailers' opinions were in the direction of more agreement at the end of the trial period. More retailers agreed that adults and student employees who are not enrolled in high school cooperative work programs would be allowed to use job oriented learning materials. One retailer commented that the materials might be made available at the library rather than in a class. Secondly, more retailers agreed at the end of the trial period that students should not be required to do school assignments on the job than at the beginning. One retailer stated that this might not be a problem if the student used judgment and did not neglect the customers. Also, at the end of the trial period more retailers agreed that adults who are not enrolled in cooperative work programs make as good salespersons as students who are enrolled.

The major problem encountered by four retailers during the trial period was concerned with the students' extra curricula activities which conflicted with store hours. These conflicts occurred more often in stores which were open at night.

Table 11

Retailers' Opinions Regarding the Open Entry-Exit Concept
Before and After the Trial Period

N = 19

Statements	Opinions Before			Opinions After		
	Un-	Dis-		Un-	Dis-	
	Agreed	decided	agreed	Agreed	decided	agreed
	5-4	3	2-1	5-4	3	2-1
1. Part time student employees should be enrolled in cooperative work programs at school.	15	3	1	16	3	0
2. Cooperative work programs should help students employeeed in retail clothing stores to develop skills needed on-the-job.	17	1	1	18	0	1
3. Student employees should not be required to do school assignments related to selling clothing while working on-the-job.	6	3	9	12	2	5
4. Student employees can improve more rapidly on-the-job if some class work is focused on job skills.	15	3	1	17	2	0
5. Teacher-coordinators should visit the students' job setting on a regular basis.	15	4	0	16	3	0

Table 11 (Continued)

N = 19

Statements	Opinions Before			Opinions After		
	Un-	Dis-		Un	Dis-	
	Agreed	decided	agreed	Agreed	decided	agreed
	5-4	3	2-1	5-4	3	2-1
6. Experience on-the-job is the best way for students to learn to sell clothing.	18	1		19	0	0
7. Students can improve more rapidly on-the-job if information about selling clothing is made available through cooperative programs.	17	1	1	17	2	0
8. Adults and students who are not enrolled in cooperative work programs make as good salespersons as students who are enrolled.	4	6	8	7	9	3
9. Adult and student employees who are not enrolled in high school cooperative work programs should be allowed to use job oriented learning materials.	11	5	2	14	5	0

^aNot all retailers responded to each statement.

Recommendations for Implementation

The researchers' recommendations included suggestions for implementing the use of the system of individualized instruction after the funding period, and implementing the use of the strategy for overcoming administrative barriers in other school systems (Objective F).

Ideas Regarding Barriers

Eight of the Project Advisory Committee members discussed some of the barriers to the implementation of the open entry-exit concept at a meeting in January, 1977. Most of the barriers were related to the lack of flexibility in the existing systems and policies in secondary schools. The researchers summarized the ideas regarding barriers to the implementation of the open entry-exit concept as follows:

1. Lack of an accepted way to establish credit other than by a fixed number of class hours per semester in secondary schools. Secondary schools did not give credit for competency-based achievements unless the students were enrolled in a regular class.
2. Lack of a way for students to have access to learning materials without enrolling in a class.
3. Lack of individualized instructional materials for students to use in open entry-exit situations; particularly, a lack in the variety of learning experiences from which students can select.
4. Lack of flexibility in the curriculum which is prescribed by the State Department of Vocational-Technical Education.
5. Lack of flexibility in enrollment period for classes in secondary schools.
6. Lack of flexibility in exceeding the maximum class enrollment fixed for cooperative work classes by the State Department of Vocational-Technical Education. Each student gets two units of credit and thus the teacher-coordinator's load is twice as high as for non-vocational programs.
7. Lack of understanding of the open entry-exit concept by teacher-coordinators who thought this concept meant letting students already in a class use individualized instructional materials when they became interested or when they got a retail clothing job.
8. Lack of approval by the State Department of Vocational-Technical Education for a cooperative vocational home economics program in one of the school systems. One school system was not willing to substitute a cooperative-vocational home economics program for a non-vocational home economics program.

9. Lack of interest by students and adults working in retail clothing stores in enrolling and attending a class in order to have access to the learning packages. Employees could not work on modules during "store" time nor at home because of family responsibilities.

10. Lack of general acceptance of concept of life-long learning; therefore, (a) students and adults do not feel comfortable together in the same classes, (b) the school systems and society provide few opportunities for people to learn when they want to learn and what they want to learn.

Tentative Strategies for Overcoming Barriers to Implementation of Open Entry-Exit Concept

As a result of this study, the researchers recommend that:

1. The State Department of Vocational-Technical Education in cooperation with the State Department of Education initiate and approve a system of giving credit for competency-based achievements of students in cooperative work programs.

2. Selected high school principals and teacher-coordinators in cooperative education programs prepare proposals to try the open entry-exit concept and present them to the State Director of Accreditation.

3. The State Department of Vocational-Technical Education duplicate individualized instructional materials and make them available for use by students in cooperative vocational programs throughout the state.

4. The State Department of Vocational-Technical Education review and revise prescribed curriculum in order to enable students to have access to individualized instructional materials on an open entry-exit basis.

5. The State Department of Vocational-Technical Education develop a flexible system of enrollment for cooperative work programs.

6. School systems find ways to employ additional teacher-coordinators to alleviate problems caused by existing limitations on maximum class size as set by the State Department of Vocational-Technical Education.

7. The State Department of Vocational-Technical Education leaders continue to schedule orientation sessions regarding the open entry-exit concept during the summer and mid-winter conferences to provide pre-service and in-service training for teacher-coordinators in secondary schools.

8. State and city educational administrators cooperate in establishing and implementing open entry-exit programs in secondary schools.

9. Educators in state universities and in secondary and adult education develop ways to help a) adult employees in small retail stores to become aware of the competency-based, individualized instructional materials available in secondary and adult programs and to take more advantage of the materials, b) owners and managers of small retail stores to become more aware of the benefits resulting from employees' enrolling in secondary or adult programs which develop competencies needed on the job.

10. Educators in state universities and in secondary and adult education develop ways to help teachers and students: a) become more aware of the implications of the life-long concept; and b) become more aware of the potential of competency-based, individualized instructional materials for their future growth. For example, some retail clothing competencies might contribute to the satisfactory performance of various jobs within a career cluster such as alterations, customer sewing, selling fabrics or accessories, or dry cleaning.

11. The Association of Secondary School Principals, the Association of Secondary School Superintendents and the State Curriculum Division review and interpret the report of the research project as a basis for judging which strategies will work.

SUMMARY OF THE PROJECT

The purpose of this exploratory study was to identify the administrative barriers to open entry-exit programs at secondary and adult levels in the public school system. The research project was funded by the United States Office of Education for a time period of 18 months, July, 1975 - January, 1977.

The objectives of the study included the development of individualized instructional materials to be used in cooperative work programs in the retail clothing area, the development of strategies to initiate the use of the open entry-exit concept in high schools and adult programs in Tulsa and Oklahoma City and the identification of problems and difficulties as perceived by administrators, retailers, teacher-coordinators and students participating in the trial period.

Teacher-coordinators in 14 programs participated in the project. Twelve of these were secondary programs, including five Distributive Education programs; three non-vocational Home Economics programs; two cooperative vocational Home Economics programs; one cooperative vocational program; and one Business Education program. Two were adult programs, one in Retail Sales and one in Distributive Education.

Five programs implemented the open entry-exit concept and nine did not. Barriers included attitudes of school administrators, problems in awarding students credit, limitations on size of cooperative classes, fixed enrollment periods and lack of a system of credit for competency-based achievements. The researchers recommended some strategies that might be used in eliminating barriers to the open entry-exit concept, including that leaders in the State Department of Vocational-Technical Education continue to schedule orientation sessions regarding the open entry-exit concept during the summer and mid-winter conferences to provide pre-service and in-service training for teacher-coordinators in secondary schools, and to cooperate with the State Department of Education in the initiation and approval of a system of giving credit for competency-based achievements of students in cooperative work programs; and that the Association of Secondary School Principals, the Association of Secondary School Superintendents and the State Curriculum Division review and interpret the report of the research project to see which strategies will work.

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APPENDIXES

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Appendix A

Educators Visited by Researchers During August, September, and October, 1975

Stillwater

Ted Best	State Supervisor of Distributive Education
Wanda Wilson	State Specialist in Occupational Home Economics
Eugene Dollar	Teacher-Trainer of Manpower Training Division State Department of Vocational-Technical Education
Jess Banks	State Coordinator of Manpower Programs
John W. Talbott	Assistant State Coordinator of Adult Education
Dr. Francis Tuttle	Director of State Department Vocational-Technical Education
John Hopper	Superintendent of the Central Oklahoma Area Vocational-Technical School
Ron Vandever	Assistant Superintendent of the Central Oklahoma Area Vocational-Technical School

Oklahoma City

Joe Giddens	State Superintendent of Instruction
Bill Harris	Director of Accreditation, Oklahoma State Department of Education
Wesley Driggs	Director of Adult Education, Public Schools
Nedra Johnson	State Supervisor of Home Economics Education
Bill Phillips	Oklahoma City Assistant State Coordinator for Vocational-Technical Education
Dr. Virginia Lamb	Director of Vocational-Technical Education, Public Schools
John Moseley	Director of Secondary Education
Bob Alyea	Principal of Central Innovative School

Tulsa

Homer Towns	Director of Vocational-Technical Education, Public Schools
Frances Smith	Supervisor of Home and Family Living
Jim Tritt	Director of Adult Education of Tulsa County Area Vocational-Technical School
Joe Lemley	Superintendent of Tulsa County Area Vocational-Technical School
Al Gibbs	Principal of Tulsa County Area Vocational-Technical School
Delores Abraham	Home Economics Teacher at Tulsa County Area Vocational-Technical School
John Hunter	Distributive Education Coordinator at Tulsa County Area Vocational-Technical School

Appendix B

Project Advisory Committee Members

1. Mr. Ted Best State Supervisor, Distributive Education, Oklahoma State Dept. of Vocational and Technical Education, 1515 W. Sixth Ave., Stillwater
2. Dr. Lloyd Briggs Director, School of Occupational and Adult Education, 406 Classroom Bldg., Oklahoma State University, Stillwater
3. Mr. Eugene Dollar Teacher-Trainer, Manpower Training Div., State Dept. of Vocational and Technical Education, 1515 W. Sixth Ave., Stillwater
4. Mrs. Lee Gray District Manager, Margo's LaMode, Penn Square, Oklahoma City
5. Mr. Bill Harris Director, Accreditation Section, Oklahoma State Department of Education, 2300 N. Lincoln, Oklahoma City
6. Mrs. Pat Holman Teacher-Coordinator, Adult Education Center, 715 N. Walker, Oklahoma City
7. Miss Nedra Johnson State Supervisor, Home Economics Education, Oklahoma State Dept. of Vocational Technical Education, 4020 N. Lincoln, Oklahoma City
8. Mrs. Etoile Lyles Personnel Director, Vandever's, Southroads Mall, Tulsa
9. Mr. Bill Phillips Director, Adult Center of Vocational Technical Education, Oklahoma State Dept. of Vocational Technical Education, 4020 N. Lincoln, Oklahoma City
10. Mr. Bob Reese Assistant Coordinator, Vocational Education, Oklahoma City Public Schools, 900 N. Klein, Oklahoma City
11. Dr. Lynn Sisler Head, Clothing, Textiles and Merchandising Dept., Division of Home Economics, Oklahoma State University, Stillwater
12. Mr. Homer Towns Director, Vocational and Industrial Education, Tulsa Public Schools, P.O. Box 45208, Tulsa
13. Mr. Al Tuttle Teacher-Coordinator, Distributive Education, McLain High School, 4929 N. Peoria, Tulsa

Appendix B (cont'd)

Role of Advisory Committee Members

Members of this group were invited to:

1. Make suggestions of possible participants in pilot program, fall, 1976--teachers, retailers, etc. in Oklahoma City and Tulsa areas and share information about existing open entry-exit programs in Oklahoma or elsewhere.
2. Indicate some of the difficulties and problems which are apparent in the existing programs, and describe some of the barriers to the initiation of open entry-exit programs in cooperative work experience situations at both secondary and adult educational levels.
3. Share materials and resources which would aid the researchers in compiling information and developing instructional materials of an individualized nature.
4. Make suggestions relative to a) procedures to be used in establishing pilot programs at secondary and adult educational levels in Oklahoma City and Tulsa, b) evaluative methods to be used by participants in the open entry-exit system (administrators, teachers, students and retailers) and c) reports and materials prepared by researchers in recording the results of the research project.

Appendix C

School Administrators' First Responses to Questionnaire

Principal Evaluation

Rating Scale

Strongly Agree ----- Strongly Disagree
5 4 3 2 1

N = 10

Attitudes Toward Open Entry-Exit System						
		Strongly Agree				Strongly Disagree
		5	4	3	2	1
1.	It is difficult to schedule classes for students who work during the school day.	2	4	2	1	1
2.	In cooperative vocational education programs there should be self-instructional materials related to the students' job competencies.	9	0	1	0	0
3.	Students should be allowed to learn at their own pace in the classroom.	7	2	1	0	0
4.	Students who do not have jobs should have access to the same learning materials as students who do have jobs.	6	3	1	0	0
5.	Students who are enrolled in cooperative work programs should first learn basic job skills.	6	2	0	2	0
6.	Individual learning packages are ideal for use in cooperative work programs where different students need to develop different job skills.	5	5	0	0	0
7.	Some high school students are able to learn on their own given the necessary information and instructions in a classroom setting.	5	5	0	0	0
8.	Students cannot apply knowledge in a job situation unless they have an opportunity to work while they are learning.	1	1	7	1	0
9.	Independent learning systems can be profitable for the slow learner as well as for the fast learner.	6	4	0	0	0
10.	New teaching systems can be more easily initiated by teachers with few years of teaching experience.	0	4	2	2	2
11.	Students who obtain a job and are not in cooperative work programs should be allowed to enroll when they get a job.	0	2	4	1	3
12.	Student who obtain a job and are not enrolled in a cooperative work program should have access to learning packages without enrolling in a course.	3	5	2	0	0

Difficulties and Problems Anticipated During the Pilot Open Entry-Exit Program

1. What school related problems do you anticipate?
2. What student related problems do you anticipate?
3. What teacher related problems do you anticipate?
4. What retailer related problems do you anticipate?

Appendix D

Retailers' First Responses to Questionnaire

Retail Merchant Evaluation

Rating Scale

Strongly Agree ----- Strongly Disagree
5 4 3 2 1

N = 21

Strongly Agree Strongly Disagree
5 4 3 2 1

Attitudes Toward Open Entry-Exit System

	5	4	3	2	1
1. Part-time student employees should be enrolled in cooperative work programs at school.	13	2	5	1	0
2. Cooperative work programs should help students employed in retail clothing stores to develop skills needed on-the-job.	15	4	1	0	1
3. Student employees should not be required to do school assignments related to selling clothing while working on-the-job.	3	5	2	1	9
4. Student employees can improve more rapidly on-the-job if some class work is focused on job skills.	10	8	2	1	0
5. Teacher-coordinators should visit the students' job setting on a regular basis.	10	6	4	0	1
6. Experience on-the-job is the best way for students to learn to sell clothing.	16	3	2	0	0
7. Students can improve more rapidly on-the-job if information about selling clothing is made available through cooperative programs.	15	4	1	1	0
8. Adults and students who are not enrolled in cooperative work programs make as good salespersons as students who are enrolled.	4	2	6	4	4
9. Adult and student employees who are not enrolled in high school cooperative work programs should be allowed to use job oriented learning materials.	8	3	6	0	3

Difficulties and Problems Anticipated During Pilot Open Entry-Exit Program

1. Do you anticipate any of the following student related problems?
 - a. The student may take too much time on the job to work on the activities in the modules.
 - b. The student may not be able to apply the ideas in the modules to our store.
 - c. The student may have to have too much help from other employees to do the activities in the modules.
 - d. Other (please list): _____
2. Do you anticipate any of the following teacher-coordinator related problems?
 - a. The teacher-coordinator may not provide enough help for the student.
 - b. The teacher-coordinator may not be aware of the student's problems on-the-job.
 - c. The teacher-coordinator may not be familiar with the work situation.
 - d. Other (please list): _____
3. Do you anticipate any other school related problems?
4. Do you anticipate any store related problems?

Note. Not all retailers responded to each statement.

Appendix E

Retailers' Responses to Clothing Questionnaire

Retail Clothing Questionnaire

Tasks of a Salesperson in a Retail Store

Part I: The tasks of a salesperson have been identified and grouped into eleven major categories. Based on your knowledge of a salesperson's responsibilities, check (✓) the following eleven tasks by using the descriptors listed below:

Often: Task may be performed many times during each day.

Occasionally: Task may be performed at sometime each day, as necessary.

Seldom: Task may be performed at sometime during the work week.

Never: Task is not included in salesperson's responsibilities.

Add or delete any of the examples which do not apply in your situation.

N = 73

	Often	Occasionally	Seldom	Never
1. <u>Selling merchandise:</u> customer contact, determine customer needs, suggest selections, emphasize selling points, assist in dressing room, advise customer, answer questions and close sale.	72	0	0	0
2. <u>Stock keeping:</u> sizing, colorizing, and straightening stock, size-in new merchandise, stock counts and replenish basic stock from stockroom.	47	22	3	1
3. <u>Housekeeping:</u> clean dressing rooms, clean windows and mirrors and dust counters.	28	36	8	1
4. <u>Transactions:</u> sales tickets, cash or charge and special orders.	70	2	0	0
5. <u>Clerical work:</u> fill out basic stock orders, open new accounts and mark goods.	21	26	12	12
6. <u>Protection and security:</u> help prevent theft and guard against credit abuse.	49	14	8	1
7. <u>Create displays:</u> arrange case, ledge, counter or other displays within the store.	20	32	18	3
8. <u>Handle customer complaints and returns:</u> explain store policies on adjustments and returns and make exchanges.	28	28	11	6
9. <u>Fitting and pressing:</u> advise customer concerning fit of garment and press merchandise when necessary.	34	21	9	8
10. <u>Alterations:</u> actually mark and pin-fit merchandise for customer alterations and arrange for alteration of garments.	31	19	9	14
11. <u>Customer services:</u> gift wrapping, give directions and information to customers and various courtesies.	45	17	6	3

Note. Not all retailers responded to each statement.

Appendix E (cont'd)

Knowledge Required by a Salesperson in a Retail Store

Part II. The basic knowledge of a salesperson has been identified and broken down into the major ideas which follow. Based on your knowledge of what a salesperson should know or be able to do, please check (✓) the following fifteen statements by using the descriptors listed below:

Very important: A salesperson couldn't function properly without this knowledge.

Somewhat important: A salesperson would benefit by this knowledge, but it's not essential to his job.

Not necessary: A salesperson would have no need of this knowledge.

Respond to the importance of the following statements as to what a salesperson should know or be able to do.

	N = 73		
	Very Important	Somewhat Important	Not Necessary
1. Describe the fabric the garment is made of: name, content, construction and texture.	54	18	0
2. Describe other materials from which the garment and/or accessory may be made: leather, fur and man-mades.	34	32	5
3. Explain fabric care label on garment: laundry or drycleaning instructions, special care and federal laws.	55	14	3
4. Explain how the garment is made: manufacturing processes, terminology, construction and raw materials.	9	42	21
5. Select several garments which will fit the customer: size, figure type, style, price and quality.	72	0	0
6. Point out the selling features and benefits of a garment: value, durability, versatility, comfort, ease of care, and performance.	70	2	0
7. Suggest several accessories which would enhance the garment: color, texture and versatile items.	69	2	0
8. Recognize aesthetic value of clothing: color, line and design.	58	12	2
9. Know store and department layouts: location of merchandise racks, shelves, displays.	67	3	1
10. Know your store and/or department merchandise assortment: sizes, prices, styles, colors, fabrics.	71	1	0
11. Know the garment's hangtag information: size, price and other store codes.	61	11	0
12. Know the store policies: services, returns, credit, alterations, special ordering.	70	2	0
13. Know the store image: price range, quality, fashion leadership, the community services, advertising.	66	6	0
14. Know your types of customers: consumer buying habits, personality, fashion leadership.	64	8	0
15. Evidence skill in interpersonal relationships: diplomacy, tact, initiative, personal appearance.	70	1	0

Note. Not all retailers responded to each statement.

Appendix F

Teacher-Coordiators' Responses to Topics

Check List		N = 10			
Learning Packages and Modules Topical Outline		Very Important	Somewhat Important	Not Necessary	
I.	Sales Person's Characteristics	I.			
a.	Your Attitude	a. 9			
b.	Your Appearance	b. 8	2		
c.	Employer-Employee Relations	c. 10			
d.	Customer Relations	d. 10			
II.	Selling Techniques	II.			
a.	Initiating the Sale	a. 10			
b.	Selling Strategies	b. 6	4		
c.	Increasing Sales	c. 8	2		
III.	Stockkeeping Duties	III.			
a.	Merchandise Arrangement	a. 6	4		
b.	Merchandise Care	b. 9	1		
c.	Other duties--housekeeping, responsibilities, etc.	c. 5	5		
IV.	Customer Services	IV.			
a.	Credit, Adjustments and Returns	a. 7	3		
b.	Other Customer Services--shopping conveniences, etc.	b. 4	6		
V.	Merchandise Assortments	V.			
a.	Basic Merchandise Classifications--types, price lines, etc.	a. 9	1		
b.	Women's Wear Assortments--classifications, sizes, etc.	b. 8	2		
c.	Men's Wear Assortments--classifications, sizes, etc.	c. 8	2		
VI.	Fabric Features	VI.			
a.	Basic Fabric Characteristics--care, comfort, durability, etc.	a. 6	4		
b.	Women's Wear Fabric Features--in sportswear, coats, etc.	b. 6	4		
c.	Men's Wear Fabric Features--in suits, coats, etc.	c. 6	4		
VII.	Suitability for Customer	VII.			
a.	Basic Principles of Line and Design	a. 4	6		
b.	Women's Wear Line and Design--proportion, color, etc.	b. 3	7		
c.	Men's Wear Line and Design--proportion, color, etc.	c. 3	7		
VIII.	Style Characteristics	VIII.			
a.	Women's Wear Basic Style Silhouettes	a. 3	7		
b.	Women's Wear Neckline & Sleeve Treatments	b. 2	8		
c.	Women's Wear Other Style Details--pockets, trims, etc.	c. 3	7		
d.	Men's Wear Basic Style Silhouettes	d. 3	7		
e.	Men's Wear Neckline & Sleeve Treatments	e. 2	8		
f.	Men's Wear Other Style Details--pockets, buttons, trims, etc.	f. 3	7		
IX.	Construction and Fit	XI.			
a.	Women's Wear Construction Details--seams, finishes, etc.	a. 5	5		
b.	Women's Wear Fitting Problems	b. 5	5		
c.	Men's Wear Construction Details--seams, finishes, etc.	c. 5	5		
d.	Men's Wear Fitting Problems	d. 6	4		

Note. Not all teacher-coordinators responded to each statement.

Appendix G

City Supervisors and Directors of Adult Programs in Oklahoma City and Tulsa Contacted by Researchers

City Supervisors

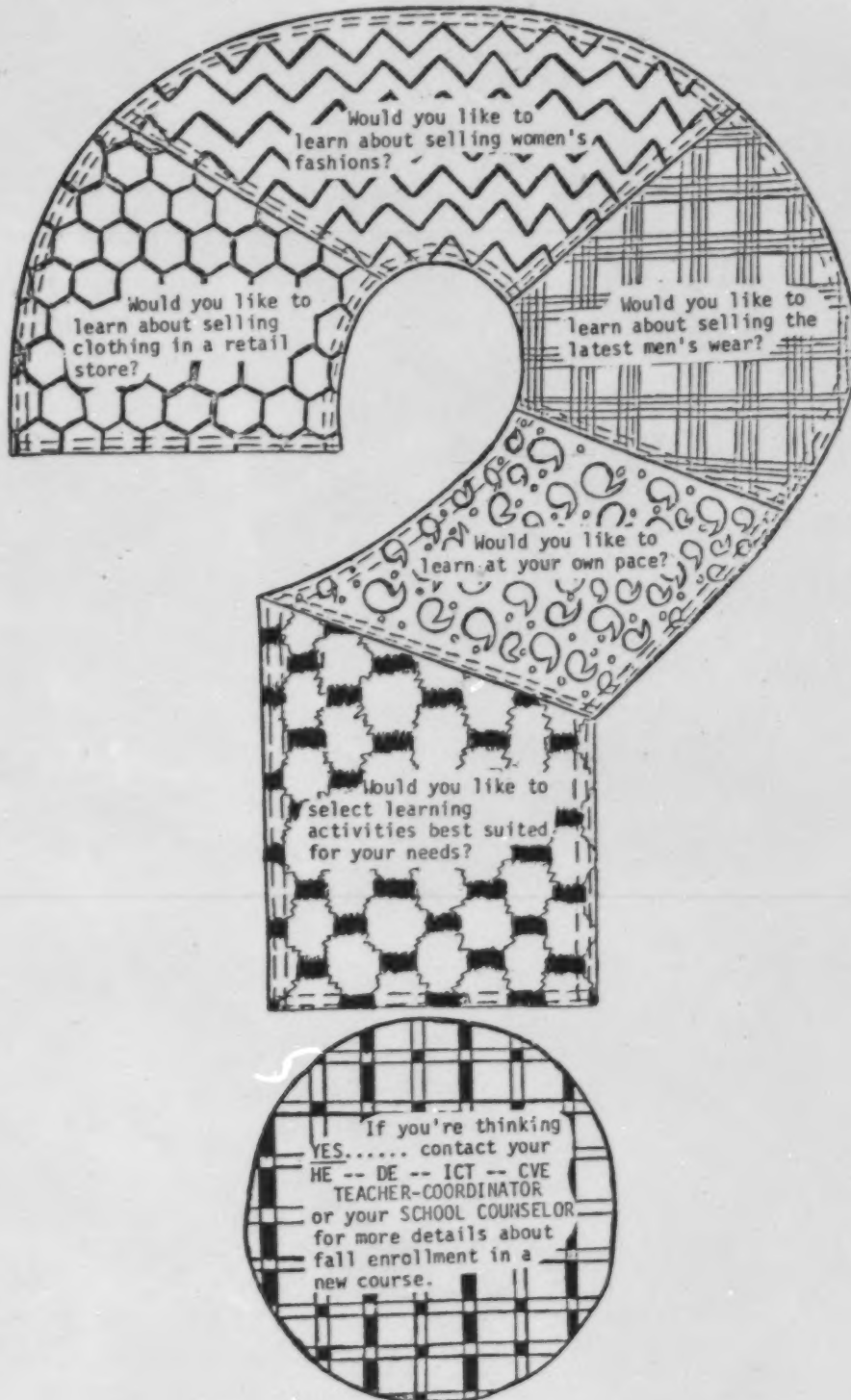
Oklahoma City	Dr. Virginia Lamb	Coordinator of Vocational- Technical Education, Public Schools
	Mr. Bob Reese	Assistant Coordinator Voca- tional-Technical Education, Public Schools
Tulsa	Mr. Homer Towns	Director of Vocational- Technical Education, Public Schools
	Mrs. Frances Smith	Supervisor of Home and Family Living

Directors of Adult Programs

Oklahoma City	Mr. Wesley Driggs	Director of Adult Education Center, Public Schools
	Mr. John Friedeman	Director of Oklahoma Adult Center for Vocational- Technical Education
Tulsa	Mr. Jim Tritt	Director of Adult Education for Tulsa County Area Voca- tional-Technical Schools

Appendix H

Flier for Recruitment



Appendix I

Brochure for Recruitment

Outside of brochure (three-fold)

High School and Adult programs in Tulsa are participating this fall in the pilot study for this Oklahoma State Research Project. For more information you can contact the Distributive Education (DE), Home Economics (HE), and Adult Teacher-Coordination or the Counselors in one of the following schools:

Tulsa - Homer Towns, Director Vocational and Industrial Education

Central	3101 West Edison	587-2426	Alberta Jones, HE
East Central	12150 East 11th	437-2110	Lucy Spear, HE
McLain	4929 North Peoria	425-5561	Al Tuttle, DE
McLain	4929 North Peoria	425-5561	Treva Wiruth, HE
Area Vocational School	3400 South Memorial	627-4955	John Hunter, DE-Adult

U. S. Office of Education Research Project - Directed by:

Dr. Kathryn M. Greenwood, Associate Professor, Clothing, Textiles and Merchandising
and
Dr. Ruth Pestle, Associate Professor, Home Economics Education

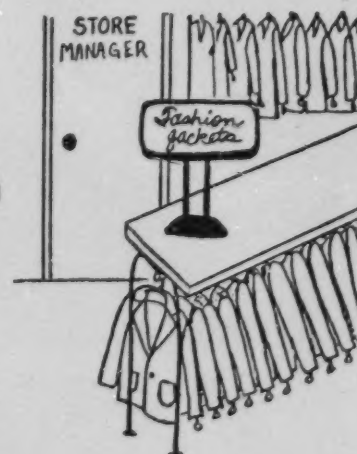
Graduate Assistants: Delilia Diggs, Home Economics Education, Ed. D. Program
Nancy Peavler, Clothing, Textiles and Merchandising,
Masters Program

Address: Division of Home Economics
Oklahoma State University
Stillwater, Oklahoma 74074

Telephone: (405) 624-5035

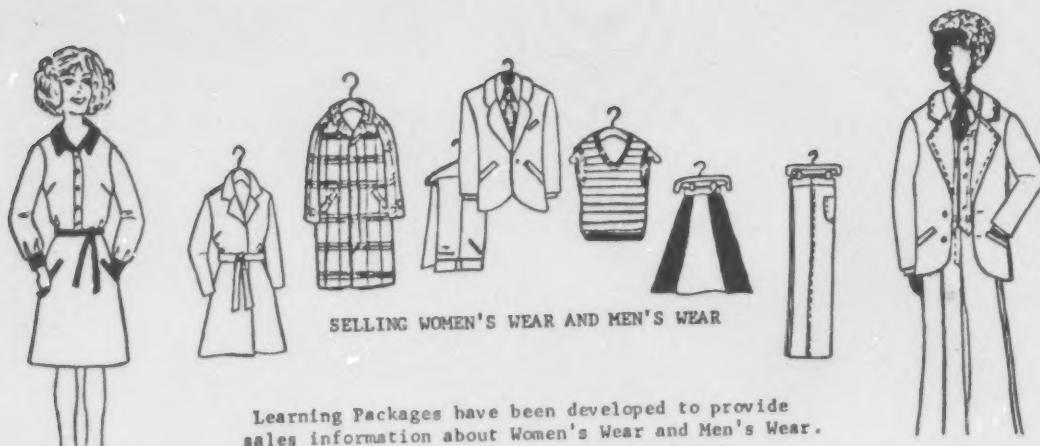


RETAIL CLOTHING LEARNING PACKAGES
FOR
HIGH SCHOOL STUDENTS AND ADULTS



Appendix I (cont'd)

Inside of brochure



Learning Packages have been developed to provide sales information about Women's Wear and Men's Wear.

- You can select what you want to study.
- You can learn at your own rate.
- You can check your own knowledge.
- You can arrange your own test schedule.
- You can choose from a variety of learning activities.
- You can learn in the classroom whether or not you are employed.
- You can learn in the store if you are employed.
- You can learn about selling clothing in retail stores.
- You can learn about selling women's wear.
- You can learn about selling men's wear.
- You can arrange to study some or all of the following learning materials during September, October and November, 1976.

LEARNING MATERIALS

Orientation Manual

Your Attitude On-The-Job
Your Appearance On-The-Job
Knowledge About the Job

Women's Wear

Merchandise Assortments
Fabric Features
Suitability for Customer
Style Characteristics
Construction and Fit

Sales Responsibilities

Selling Techniques
Stockkeeping Duties

Men's Wear

Merchandise Assortments
Fabric Features
Suitability for Customer
Style Characteristics
Construction and Fit

Each Learning Package consists of several modules which pertain to specific topics. Each module serves as a learning guide and includes a pretest, information sheets, learning activities, a posttest and additional enrichment activities. If you are not presently employed in a retail clothing store you will complete the learning activities planned for the classroom. If you are presently employed in a retail clothing store you will have an opportunity to complete some learning activities at school and in the store where you work.

Appendix J

Notice for Recruitment



RETAIL CLOTHING LEARNING PACKAGES
FOR
HIGH SCHOOL STUDENTS AND ADULTS



NOTICE NOTICE NOTICE

The Christmas Season is near. Are you working or do you plan to start working in a Retail Clothing Store during the next few months? Do you want to learn more about selling clothing?

It is not too late to take advantage of the Retail Clothing Learning Packages that are available. For more information you can contact the Distributive Education (DE), Home Economics (HE), Business Education (BE), Cooperative Vocational Education (CVE), and Adult Teacher-Coordinators or the Counselors in one of the following schools:

Oklahoma City - Bob Reese, Assistant Coordinator, Vocational Education

Capitol Hill	500 SW 36th Street	634-1461	Ed Vaughan, DE
Central Innovative	8th and Robinson	232-2101	Lena Gonsoulin, BE
Classen	1901 N. Ellison	528-4453	Sarah McKinney, CVE
John Marshall	9017 N. University	848-6871	Monica Fenity, DE
Northeast	3100 N. Kelley	424-1491	Rosetta Culpepper, CVE-HE
Northwest Classen	NW 27th and May	942-5551	Robert Dunlap, DE
U. S. Grant	5016 S. Pennsylvania	685-6621	Frances Hendrix, DE
Adult Education Center	715 N. Walker	232-5273	Pat Holman, CVE-Adult
Adult Vocational Technical Center	4025 Lincoln Blvd.	424-5545	Bill Phillips, Adult

Appendix K

Graduate Credit Requirements and Contract

OSU EXTENSION CREDIT COURSE*

Course Title:	Use and Evaluation of Learning Packages in Cooperative Work Situations.								
Course Description:	Teachers will participate in two orientation periods and one evaluation period in order to: (1) become acquainted with the learning package materials (2) plan for individual student use of the modules in an open entry-exit setting during the Fall 1976; and (3) evaluate the results of the pilot program in the secondary or adult setting.								
Enrollment:	2 Hrs. credit - Three 5 hr. days - Consent of Instructor. For teachers participating in research project only. May enroll for graduate credit in either CTM 4850 or HE Educ 5990. Options: Pass/Fail or Graded.** (Pass/Fail cannot be used at OSU on a graduate plan of study. Students applying credit for a graduate program at other universities will need to discuss use of pass/fail option with their graduate school director.								
Time Schedule:	<table><tr><td>Enrollment Date</td><td>May 15 - June 4</td></tr><tr><td>1st Session -</td><td>Individual times arranged between May 15 - June 15</td></tr><tr><td>2nd Session -</td><td>Individual times arranged between August 15 - September 15</td></tr><tr><td>3rd Session -</td><td>Individual times arranged between November 15 - December 15</td></tr></table>	Enrollment Date	May 15 - June 4	1st Session -	Individual times arranged between May 15 - June 15	2nd Session -	Individual times arranged between August 15 - September 15	3rd Session -	Individual times arranged between November 15 - December 15
Enrollment Date	May 15 - June 4								
1st Session -	Individual times arranged between May 15 - June 15								
2nd Session -	Individual times arranged between August 15 - September 15								
3rd Session -	Individual times arranged between November 15 - December 15								

*Proposed course and fees pending approval by the Board of Regents.

**See attached "Evaluation System."

Appendix K (cont'd)

Contract Agreement

EVALUATION SYSTEM

For 2 Hrs. Credit - Grade of "B"
of Passing

(Minimum Requirements)

1. Attend the 1st session and arrange for one or more nearby merchants to review the learning packages prior to August 15.
2. Attend the second session and arrange for students to use learning packages on an open entry-exit basis during the Fall.
3. Attend the third session and supply researchers with evidence of use of learning packages including student evaluation records and suggestions for revising instructional materials.

For 2 Hrs. Credit - Grade of "A"

(Additional Requirements)

1. Collect and list reference materials which will be available to students as additional resources pertaining to the learning packages.
2. Prepare a fact sheet which could be used to develop one or more modules not included in the learning packages.
3. Prepare specific revisions for one learning package including proposals for reorganization, additions and deletions, and suggestions for learning activities.

I do wish to receive 2 Hrs. graduate credit and I plan to work toward:

Grade of B _____; Grade of A _____; or

I prefer the Pass/Fail Option _____.

Appendix L

School Administrators' Second Responses to Questionnaire

Principal Evaluation

Rating Scale

Strongly Agree ----- Strongly Disagree
5 4 3 2 1

N = 12

		Strongly Agree					Strongly Disagree				
		5	4	3	2	1	5	4	3	2	1
Attitudes Toward Open Entry-Exit System											
1.	It is difficult to schedule classes for students who work during the school day.	3	4	3	0	2					
2.	In cooperative vocational education programs there should be self-instructional materials related to the students' job competencies.	8	4	0	0	0					
3.	Students should be allowed to learn at their own pace in the classroom.	7	3	2	0	0					
4.	Students who do not have jobs should have access to the same learning materials as students who do have jobs.	5	5	2	0	0					
5.	Students who are enrolled in cooperative work programs should first learn basic job skills.	9	2	1	0	0					
6.	Individual learning packages are ideal for use in cooperative work programs where different students need to develop different job skills.	5	7	0	0	0					
7.	Some high school students are able to learn on their own given the necessary information and instructions in a classroom setting.	6	5	1	0	0					
8.	Students cannot apply knowledge in a job situation unless they have an opportunity to work while they are learning.	3	5	3	1	0					
9.	Independent learning systems can be profitable for the slow learner as well as for the fast learner.	7	4	1	0	0					
10.	New teaching systems can be more easily initiated by teachers with few years of teaching experience.	2	4	2	3	1					
11.	Students who obtain a job and are not in cooperative work programs should be allowed to enroll when they get a job.	3	1	4	2	2					
12.	Students who obtain a job and are not enrolled in a cooperative work program should have access to learning packages without enrolling in a course.	4	2	4	2	0					

Difficulties and Problems Encountered During the Pilot Open Entry-Exit Program

1. What school related problems did you encounter?
2. What student related problems did you encounter?
3. What teacher related problems did you encounter?
4. What retailer related problems did you encounter?

Appendix M

Retailers' Second Responses to Questionnaire

Retail Merchant Evaluation

Rating Scale

Strongly Agree ----- Strongly Disagree
5 4 3 2 1

N = 19

Attitudes Toward Open Entry-Exit System

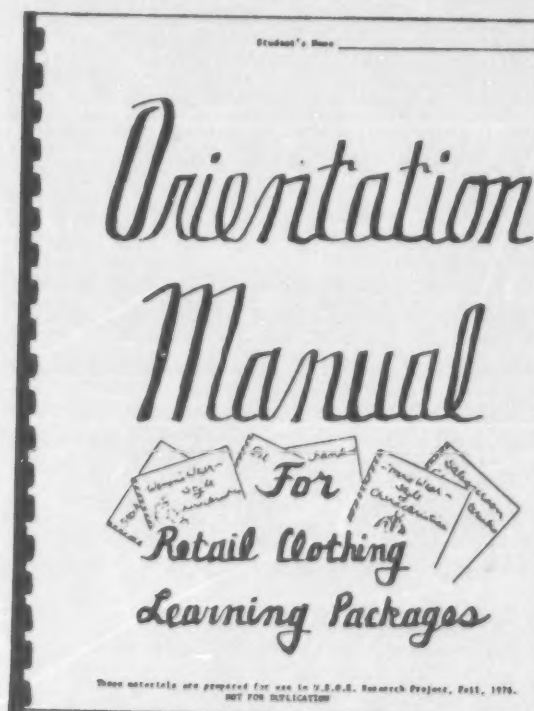
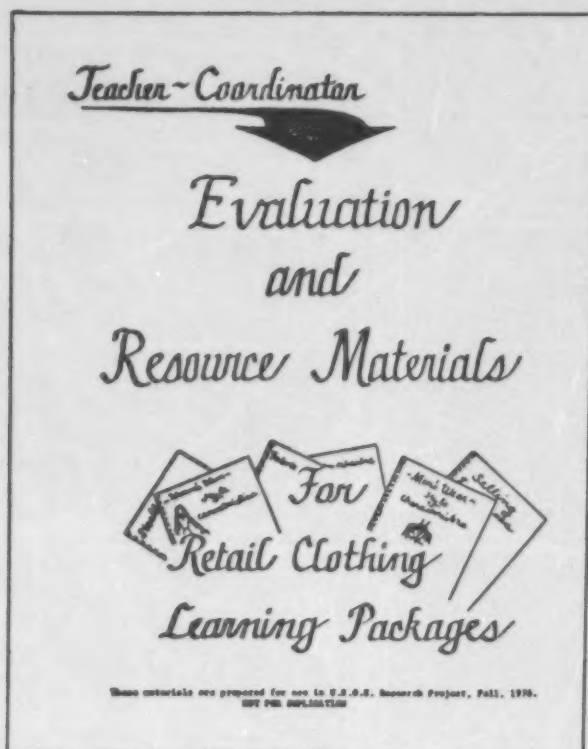
	Strongly Agree				Strongly Disagree
	5	4	3	2	1
1. Part time student employees should be enrolled in cooperative work programs at school.	13	3	3	0	0
2. Cooperative work programs should help students employed in retail clothing stores to develop skills needed on-the-job.	13	5	0	0	1
3. Student employees should not be required to do school assignments related to selling clothing while working on-the-job.	7	5	2	2	3
4. Student employees can improve more rapidly on-the-job if some class work is focused on job skills.	11	6	2	0	0
5. Teacher-coordinators should visit the students' job setting on a regular basis.	8	8	3	0	0
6. Experience on-the-job is the best way for students to learn to sell clothing.	15	4	0	0	0
7. Students can improve more rapidly on-the-job if information about selling clothing is made available through cooperative programs.	12	5	2	0	0
8. Adults and students who are not enrolled in cooperative work programs make as good salespersons as students who are enrolled.	4	3	9	2	1
9. Adult and student employees who are not enrolled in high school cooperative work programs should be allowed to use job oriented learning materials.	9	5	5	0	0

Difficulties and Problems Encountered During the Pilot Open Entry-Exit Program

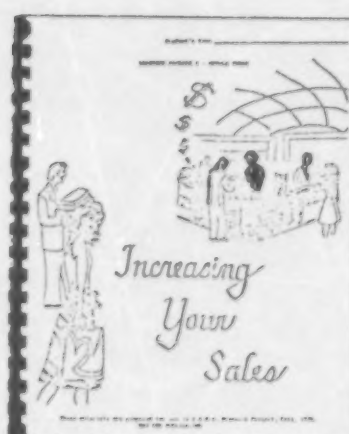
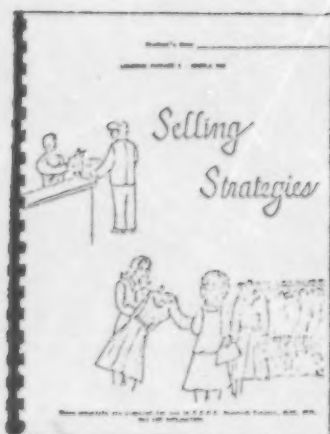
1. Did you encounter any of the following student related problems?
 - ___ a. The student took too much time on the job to work on the activities in the modules.
 - ___ b. The student was not able to apply the ideas in the modules to our store.
 - ___ c. The student had to have too much help from other employees to do the activities in the modules.
 - ___ d. Other (please list): _____
2. Did you encounter any of the following teacher-coordinator related problems?
 - ___ a. The teacher-coordinator did not provide enough help for the student.
 - ___ b. The teacher-coordinator was not aware of the students' problems on the job.
 - ___ c. The teacher-coordinator was not familiar with the work situation.
 - ___ d. Other (please list): _____
3. Did you encounter any other school related problems?
4. Did you encounter any store related problems?

Appendix N

Individualized Instructional Materials

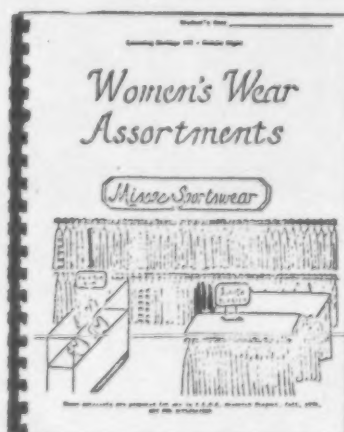


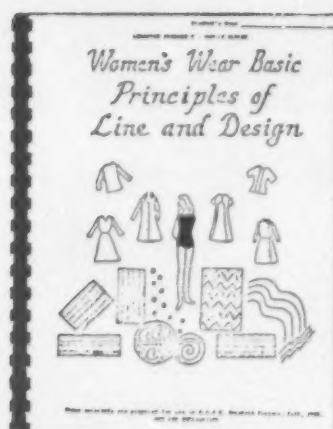
Appendix N (cont'd)



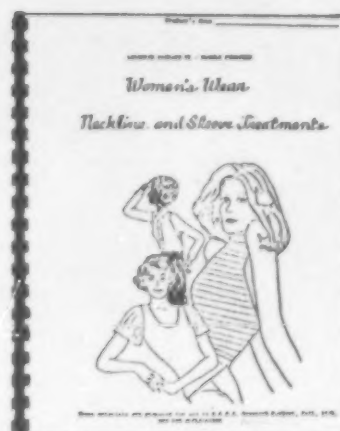
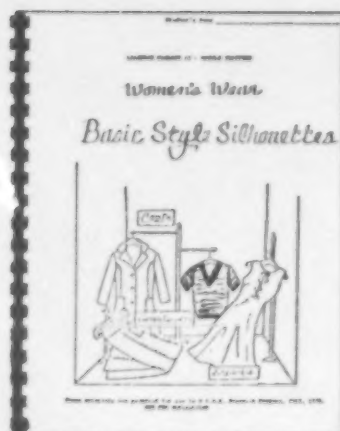
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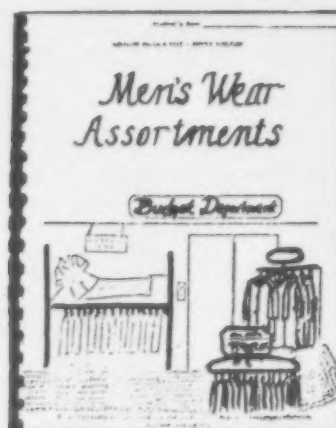
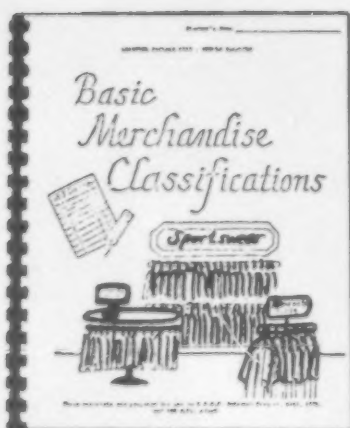




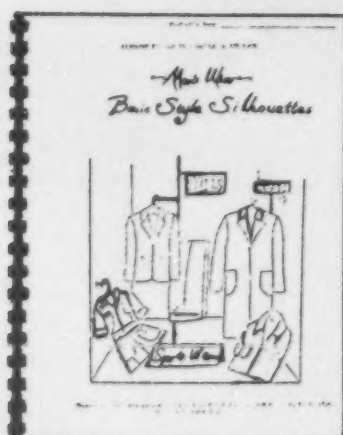


Appendix N (cont'd)





Appendix N (cont'd)



Appendix O

Summary of Procedures for Teacher-Coordinators and for Students

Retail Clothing Learning Packages Research Pilot Study

Summary of Procedures for Teacher Coordinators

- I. Make Learning Packages and related resource material available for students employed in retail clothing stores, during the three months of Pilot Study September, October and November.
 - a. Encourage students to complete Orientation Manual within first two weeks after they begin working in retail clothing stores.
 - b. Encourage students to make their own selection of modules which they feel will help them improve on the job.
 - c. Encourage students to work at their own pace in completing each module.
- II. Conference with each student as soon as possible after the Orientation Manual has been completed.
 - a. Discuss the students attitude, personal appearance, and plans for completing modules.
 - b. Arrange for each student to take the pretest for the module selected first.
- III. Conference with each student after pre and posttest: (a conference guide is attached to each pre and posttest.)
 - a. Encourage students to go on with another module or to review and take posttest again.
 - b. Discuss improvements in students attitude and appearance. (students should bring Orientation Conference to each posttest conference).
 - c. Encourage each student to do five or more modules.
- IV. Keep pre and posttest records of students on the form provided and keep used pre and post test in the folder provided. (return the completed record form and the students' tests to the research team at the end of the pilot study).
- V. If you have more than five students who wish to use the Learning Packages.
 - a. Contact the research team and see if arrangements can be made for the additional modules needed by your students, or duplicate only the pages the student needs to write on in the module.
 - b. Duplicate pre and posttests as needed by students.
 - c. The Teacher-Coordinator may keep the Learning Packages at the end of the Pilot Study. However, duplication privileges must be withheld until further notice from the United States Office of Education.
- VI. Report to the Research Teams the names of the employers of students who are working in retail clothing stores and who wish to participate in the Pilot Study.
 - a. Keep a record of those students participating in the Pilot Study who are working in retail clothing stores. Use the attached form for this purpose.
 - b. A member of the research team will contact you to obtain this information, or you may call us collect and give us the information.
 - c. A member of the research team will arrange an Evaluation Conference with each retailer once within a two week period at the beginning of the students participation in the Pilot Study and once at the end of the Pilot Study.

Appendix O (cont'd)

Retail Clothing Learning Packages Research Pilot Study

Summary of Procedures for Students

Student:

The Learning Packages in the Resource Center have been prepared for a Research Project supported by a grant from the United States Office of Education. These Learning Packages have been developed for students who are already employed in retail clothing stores, or who wish to become employed in retail clothing stores. The Orientation Manual and each of the modules are planned to provide individualized instructional materials which you can use to learn more about your job. These materials are self-instructional, self-paced, and self-evaluative. You may select and complete the module you feel will help you most on the job. You may work at your own pace and complete as many modules as you can during the three month Pilot Study -- September, October, and November.

1. First study the Orientation Manual - complete the two self evaluations and your plans for using the modules.
2. Conference with your teacher regarding your self evaluations and your plans for completing modules.
3. Select one module you wish to complete and proceed as instructed in your orientation manual.
4. Ask your teacher for the pretest -- complete and return to your teacher.
5. Conference with your teacher regarding your pretest scores before proceeding (use the conference guide attached to the pretest).
6. Complete the information sheets and the in-class activities in the module as directed.
7. Ask your teacher for the posttest -- complete and return to the teacher.
8. Conference with your teacher regarding posttest scores before completing the in-store activities.*
9. Take materials you need to complete the in-store activities. Complete in-store activities as time permits on your job.**
10. Proceed with another module as planned during the posttest analyses conference with your teacher.

*Students who are not presently employed will omit in-store activities and proceed to the next module they plan to complete.

**If you work in a retail clothing store during this period a member of our research team will arrange a visit with your employer once at the beginning of the Pilot Study and once at the end of the Pilot Study.

Appendix P

Examples of Parts of Orientation Manual



YOUR ATTITUDE ON-THE-JOB

Selling is considered by some people to be just a job rather than a profession. There is a big difference between a salesclerk and a professional salesperson. This difference is partially determined by attitudes. Attitudes that salespeople have toward themselves, the people around them (customers, employees, employers) and their job makes the difference between the amateur and the professional salesperson.

The salespeople are the final link between the merchandise and the customer. They make the entire process of selling clothing a success or failure by their salesmanship, which is affected in part by their attitude. This section contains information about attitudes which contribute to success on the job. It speaks of attitudes in relation to customers, employees, employers and store policies.

Your attitude is the way you look at things. The only attitudes that produce sales are positive ones. Negative attitudes can only result in poor performance. Attitudes are reflected in behaviors. Behaviors are the visible evidence of your attitudes. Your attitudes show to customers, to fellow employees and to management.



ALL FOR ONE AND ONE FOR ALL!

Your Attitude and the Customer

If it were not for the customer, your store would not be in business right now. You can see the importance of a good attitude toward the customers. Be sympathetic of them, after all, they are why your job exists! Develop a sincere interest in the customers and their buying problems. Treat the customer with the same respect, courtesy and friendliness that you would appreciate if your position were reversed.

Simulated Work Experiences: One

DIRECTIONS: Define attitude in the space provided below. Then list four ways or four means of visible evidence by which management can read your attitude. The cartoons below should provide a clue, as there is one cartoon for each of the four ways you see your attitude. Write your answer in the space provided.

Define attitude: _____

Visible evidence of attitude (4) These cartoons read a negative attitude:

1.



2.



3.



4.



When you are finished, turn the page and check your understanding.

YOUR APPEARANCE ON-THE-JOB

One aspect of being a success requires that one look the part. As a salesperson you should make an effort to look successful. If you plan to be a professional you must make a special effort to project a neat physical appearance, a pleasant facial expression, a good posture, an air of self-confidence and ability.

Physical Condition

Your appearance generates the first impression to others and may or may not have a lasting effect. The role of proper rest, exercise and a balanced diet should not be overlooked. Good health and stamina are needed by retail salespeople. Your work as a salesperson will require energy, endurance and regular attendance. You may find that you stand on your feet for hours. Occasionally, you may handle merchandise that is heavy or bulky. There may also be mental strain caused by dealing with various kinds of customers. You need not be athletically superb, but you do need to follow the basic rules of physical well being:



1. EAT SENSIBLY.



2. REST ACCORDING TO YOUR NEEDS.



3. EXERCISE REGULARLY.

4. SEE YOUR DOCTOR PHYSIOLOGICALLY FOR A CHECK-UP.

Appendix P (cont'd)

Simulated Work Experience: One

DIRECTIONS: For one or two days keep a list of the food that you eat for breakfast, lunch, dinner and snacks. Use the chart below to list the foods you eat, then review the list that follows and react to each statement.

Days	Breakfast	Lunch	Dinner	Snacks
Sunday				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				

My daily diet included:

1. Milk
2. Fruit juices
3. One or more dairy products
4. Two or more cooked vegetables
5. Two or more pieces of meat
6. One or more vegetables or fruits
7. Bread or cereals
8. One dessert of some kind

YES	NO

(Check One)

When you are finished, turn the page and check your understanding.

SELF-EVALUATION FOR IMPROVING YOUR ATTITUDE ON-THE-JOB

DIRECTIONS:

Salespeople who work to improve themselves can become more professional. Professional salespeople are willing to learn from their mistakes and to strengthen their weak points. You can learn to be more professional by a careful evaluation of your attitude. You may find your sales will increase if you improve your attitude.

It's not always easy to recognize exactly where you can improve, but you should try. Use the following questions to help evaluate your attitude on the job. Rate yourself objectively and conscientiously. An honest and truthful self-evaluation will help you to identify those aspects of your attitude which you plan to improve on-the-job. After reading the following questions, evaluate your attitude by circling the appropriate code numbers on the right side of the page.

CODE: 5 - Always
4 - Usually
3 - Half the time
2 - Seldom
1 - Never

Your Attitude and the Customer

1. Do I appreciate the customers who come into the store? 5 4 3 2 1
2. Do I treat the customers as I would like to be treated? 5 4 3 2 1
3. Do I try to be honest in presenting the merchandise to the customers? 5 4 3 2 1
4. Do I try to learn the names of most of my customers? 5 4 3 2 1
5. Do I try to be courteous and friendly with the customers? 5 4 3 2 1
6. Do I smile while dealing with customers? 5 4 3 2 1
7. Do I avoid mannerisms that may be irritating to the customer? 5 4 3 2 1

Your Attitude and Fellow Employees

8. Do I make the first effort to be friendly to those I work with? 5 4 3 2 1
9. Do I get along well with those I work with? 5 4 3 2 1
10. Do I avoid gossip and spreading rumors? 5 4 3 2 1

YOUR KNOWLEDGE ABOUT THE JOB

A salesperson has an important job. If you learn more about selling it can benefit you as well as your store and your customers. A series of learning packages has been developed to help you gain additional knowledge about your job, and to help you improve your performance as a salesperson in a retail clothing store.

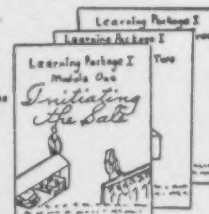
These learning packages will serve as a guide for you and permit you to learn at your own rate. Each learning package identifies a general topic and is composed of related modules which deal with specific topics. Each module has performance objectives, information sheets and learning activities. These modules provide alternative ways to achieve the performance objectives.

You may select any of the modules available and complete as many as you choose. You should master the learning materials in one module before selecting another. In order to understand what is involved in mastering a module, review the following outlines and the information pertaining to the organization of each module.



MODULE OUTLINE

1. Introduction
2. Performance Objectives
3. Pretest
4. Pretest Analysis
5. Program for Learning
6. Posttest
7. Posttest Analysis
8. Quest



Each module begins with an introduction. This is a brief description of the subject matter presented in the module. The instructions

SELF-EVALUATION FOR IMPROVING YOUR APPEARANCE ON THE JOB

DIRECTIONS:

Salespeople who work to improve themselves can become more professional. Professional salespeople are willing to learn from their mistakes and to strengthen their weak points. You can learn to be more professional by a careful evaluation of your appearance. You may find that your sales will increase if you improve your appearance.

It's not always easy to recognize exactly where you can improve, but you should try. Use the following questions to help evaluate your appearance on the job. Rate yourself objectively and conscientiously. An honest and truthful self-evaluation will help you to identify those aspects of your appearance which you plan to improve on-the-job. After reading the following questions, evaluate your appearance by circling the appropriate code numbers on the right side of the page.

CODE: 5 - Always
4 - Usually
3 - Half the time
2 - Seldom
1 - Never

Physical Condition

1. Do I get the proper amount of rest and exercise? 5 4 3 2 1
2. Do I watch my diet and eat balanced meals? 5 4 3 2 1
3. Do I try to pay attention to good health habits as I won't be absent from work due to illness that could have been avoided? 5 4 3 2 1
4. Do I try not to complain about standing on my feet since it is my job? 5 4 3 2 1

Personal Qualities

5. Do I bath daily and use deodorant? 5 4 3 2 1
6. Do I brush my teeth often or use other practices pertaining to oral hygiene? 5 4 3 2 1
7. Do I avoid chewing gum on the selling floor? 5 4 3 2 1
8. Do I keep my clothes clean and neat looking? 5 4 3 2 1
9. Do I check my clothes often to make sure they are in good repair? 5 4 3 2 1
10. Do I wear hoselty or socks appropriate for my attire? 5 4 3 2 1

Appendix P (cont'd)

INDIVIDUAL PLANS FOR COMPLETING MODULE

STUDENT'S NAME _____

PLACE OF EMPLOYMENT _____

TYPE OF MERCHANDISE: Women's Wear _____ (Check one)
Men's Wear _____
Other (list) _____

DIRECTIONS:

Listed below are the twenty eight (28) modules included in this series. Please place a check mark in the space provided to indicate the modules you plan to complete. After you have completed a module, draw a line through it's title.

Sales Responsibilities

I. Selling Techniques

- _____ 1. Initiating the Sale
- _____ 2. Selling Strategies
- _____ 3. Increasing Your Sales
- _____ 4. Customer Services

II. Stockkeeping Duties

- _____ 5. Merchandise Arrangement
- _____ 6. Merchandise Care

Women's Wear

III. Merchandise Assortments

- _____ 7. Basic Merchandise Classifications - types, price lines, etc.
- _____ 8. Women's Wear Assortments - classifications, sizes, etc.

IV. Fabric Features

- _____ 9. Basic Fabric Characteristics - care, comfort, durability, etc.
- _____ 10. Women's Wear Fabric Features - in sportswear, coats, etc.

Appendix P (cont'd)

Women's Wear (Continued)

V. Suitability for Customer

- _____ 11. Basic Principles of Line and Design
- _____ 12. Women's Wear Line and Design - proportion, color, etc.

VI. Style Characteristics

- _____ 13. Women's Wear Basic Style Silhouettes
- _____ 14. Women's Wear Neckline & Sleeve Treatments
- _____ 15. Women's Wear Style Details - pockets, trims, etc.

VII. Construction and Fit

- _____ 16. Women's Wear Construction Details - seams, finished, etc.
- _____ 17. Women's Wear Fitting Problems

Men's Wear

VIII. Merchandise Assortments

- _____ 18. Basic Merchandise Classifications - types, price lines, etc.
- _____ 19. Men's Wear Assortments - classifications, sizes, etc.

IX. Fabric Features

- _____ 20. Basic Fabric Characteristics - care, comfort, durability, etc.
- _____ 21. Men's Wear Fabric Features - in suits, coats, etc.

X. Suitability for Customer

- _____ 22. Basic Principles of Line and Design
- _____ 23. Men's Wear Line and Design - proportion, color, etc.

XI. Style Characteristics

- _____ 24. Men's Wear Basic Style Silhouettes
- _____ 25. Men's Wear Neckline & Sleeve Treatments
- _____ 26. Men's Wear Style Details - pockets, buttons, trims, etc.

XII. Construction and Fit

- _____ 27. Men's Wear Construction Details - seams, finishes, etc.
- _____ 28. Men's Wear Fitting Problems

Appendix Q (cont'd)

MAKING THE FACTS WORK FOR YOU

IN CLASS

LEARNING ACTIVITY TWO

DIRECTIONS: Below you will find design features which are related to the tall, slim figure. The design features are hidden among many letters of the alphabet. Use the key clues below as a guide to the design features you are searching for. The number in parentheses which follows each clue represents the number of letters for each answer. Where two or three numbers are listed in parentheses, search for two or three words. The design features include lines, colors, and textures. The words may be found reading up and down or side to side. Circle each design feature when you find it. Good luck!

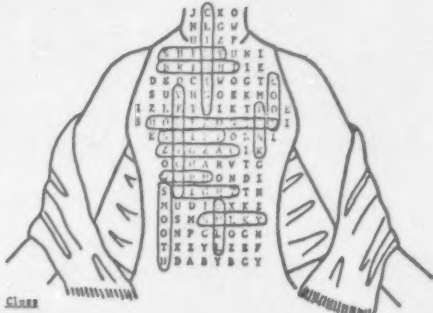


Key Clues

1. Lines which emphasize height and slenderness, unbecoming to the tall, slim figure (8)
2. Lines which may be used to shorten height and add fullness to the tall, slim figure (10)
3. Diagonal type of lines which may add fullness and give a shorter appearance to the tall, slim figure (6)
4. Three types of colors which may increase the appearance of the tall, slim figure (4) (5) (6)
5. Three types of colors which have a tendency to decrease size, unbecoming to the slender figure (4) (6) (4)
6. Three types of textures which may add fullness to the slender figure (5) (5) (5)
7. Two types of textures which tend to emphasize the figure's slenderness (6) (8)

TURN PAGE

Learning Activity Two: SELF-CHECK



Key Clues

1. vertical
2. horizontal
3. zigzag
4. worn, light, bright
5. cool, dark, dull
6. shiny, stiff, bulky
7. smooth, clinging

CONGRATULATIONS! You are ready to move on if you didn't miss any.

If you made several errors, study the information sheets before you move on.

Ready to go on?

YOU

FOR YOU TO THINK ABOUT AND DO

QUEST

ENRICHMENT ACTIVITIES

DIRECTIONS: For further study you may select any or all of the following activities. Each activity will explain what to do.

1. Visit a retail clothing store and find an outfit that would flatter each of the following figure types or figure problems: tall, full figure; tall, slim figure; short, full figure; short, slim figure; full hips; small hips; full bust; small bust; wide shoulders and narrow shoulders. Sketch and/or describe each outfit you find and list the figure type or figure problem that it flatters.
2. Make a visit to your school's or community's library to read an article or chapter in a book that discusses any of the following:
 - a. Line and design for different figure types
 - b. Line and design for special figure problems
 Read the writing and make note of any information that further discusses what you have studied in this module. If the writing introduces you to new information, study it thoroughly. See if you can make a list of additional design principles for various figure types and figure problems.
3. Observe the clothing worn by five people at school or in a shopping center. Write a detailed description of the lines, colors and textures in each of the five outfits. From each outfit's description, list a figure type or figure problem that the outfit would flatter. Use the design principles to support your answers.

Return to the STOP page for instructions regarding your next step.

MAKING THE FACTS WORK FOR YOU

IN STORE

LEARNING ACTIVITIES

DIRECTIONS: This activity takes place in the store where you work. Based on your knowledge of design as presented in this module, complete the following activities using the merchandise in your store.

2b. Repeat activity "2a.", but this time select one garment that would flatter four of the following figure problems. Describe the design features of the garment you selected for each of the figure problems. You may sketch the garment if you wish.

FIGURE PROBLEMS	GARMENT DESCRIPTION
a. Full hips	a. Lines - Colors - Textures -
b. Small hips	b. Lines - Colors - Textures -
c. Full bust	c. Lines - Colors - Textures -
d. Small bust	d. Lines - Colors - Textures -
e. Wide shoulders	e. Lines - Colors - Textures -
f. Narrow shoulders	f. Lines - Colors - Textures -

Appendix Q

Examples of Parts of Modules

INTRODUCTION

Most customers desire to find a garment that will create a flattering illusion when they wear it. Some customers may want to look slimmer, some taller and so on. The salesperson can take advantage of this fact and use the principles of design to help the customers find what they want. This module will introduce you to some principles related to the use of line, color and texture. These principles are applied to specific figure types and figure problems. This module will help you to recognize your customer's best features and show you how to emphasize these features through the use of design principles.

INSTRUCTIONS

The performance objectives listed below describe the behaviors you must exhibit in order to complete this module. The key objective is to answer correctly ninety per cent (90%) or more of the questions on the pretest or posttest. Both the pretest and posttest are based on the performance objectives. The pretest gives you an opportunity to bypass this module, if you answer correctly ninety per cent (90%) or more of the questions. First, read the performance objectives you are to achieve and then make arrangements with your teacher to take the pretest. After your pretest you will have a pretest analysis conference with your teacher. If you answer correctly ninety per cent (90%) or more of the questions on the pretest, you may proceed to another module. If you do not answer correctly ninety per cent (90%) or more of the questions on the pretest, proceed to the information sheets and learning activities and prepare for the posttest.

KEY OBJECTIVE

Answer correctly 90% or more of the questions on the pretest or posttest

Performance Objectives

You must be able to:

1. Identify flattering lines, colors and textures for the following figure types:

Tall and Full	Short and Full
Tall and Slim	Short and Slim
2. Identify flattering design features for the following figure problems:

Full Hips	Full Bust	Wide Shoulders
Small Hips	Small Bust	Narrow Shoulders

WOMEN'S WEAR LINE AND DESIGN

Information Sheet

Design makes use of different lines, colors and textures. The arrangement of lines, colors and textures can affect the appearance of various figure types. The following information will introduce you to some basic relationships that exist between design principles and various figure types. Use the information as a guideline when you are helping your customers find the most flattering clothing for their figure.

Tall and Full Figure Dress

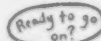
Simple styles and medium-size design detail are generally best for this customer. It is usually best to avoid frilly clothes and clothing with small design details when selecting garments for the tall, full figure. Specifically, keep the following guidelines in mind:

1. **Lines:** Vertical and diagonal lines in a vertical direction may give a more slender appearance. They tend to lead the eye upward rather than across. They may over-emphasize height. Horizontal lines may tend to shorten height, but should be avoided if they add too much fullness to the figure. The best combination may be to balance the horizontal and vertical line directions by using both. The combination may flatter the customer's height and fullness. Slightly curved lines may also be flattering, if not exaggerated.
2. **Colors:** Cool colors may tend to decrease the apparent size of the tall, full figure. Warm, dark colors may be flattering also. In large areas, avoid warm, bright or light colors which have a tendency to add fullness to the figure. If warm colors are preferred by this customer, they may be used as accents in small amounts. Bright and light colors may be used in small quantities near the face. One color outfit may be most slenderizing.
3. **Textures:** Soft textures may be most flattering for the tall, full figure. Flat, smooth textures may slenderize the figure. Thick, heavy textures, along with stiff or shiny textures, should be avoided. They will only add bulk to the figure. Sheer and clinging fabrics are best avoided also. They tend to reveal any figure problems.

KEY TO SYMBOLS



This symbol indicates to turn the page, only if you have completed the activity. The arrow leads you to the "self-check" where you will find the answers to each activity and/or suggested examples or analysis.



This symbol means it is time for you to be the judge. It appears when you have completed an activity and the self-check. You have to decide if you are ready for the next activity or if you should repeat the activity you just completed. You may feel you need to study the information sheets before moving on to another activity.



This symbol appears when it is time to take the posttest. At this point, if you don't feel ready to meet all of the performance objectives, you may decide to do further study in the module and postpone the posttest. If you feel confident that you are ready to complete the performance objectives, make arrangements with your teacher to take the posttest.



MAKING THE FACTS
WORK FOR YOU



This symbol identifies the learning activities you will do in the classroom whether or not you are presently employed in a retail clothing store.

MAKING THE FACTS
WORK FOR YOU



This symbol identifies the learning activities you will do if you are presently employed in a retail clothing store.

FOR YOU TO THINK
ABOUT AND DO



This symbol identifies enrichment activities that you may choose to do for further study.

Appendix R

Pretests, Posttests, Analysis Conference Forms and Scoring Systems

Student's Name _____
Date _____

Learning Package VIII - Module Nineteen
MEN'S WEAR ASSORTMENTS
Pretest

SECTION I: Multiple Choice

DIRECTIONS: Four basic merchandise classifications in men's wear are discussed in this module. Place an X in the blank beside the three remaining basic merchandise classifications. Suits and coordinated sportswear has been identified for you.

☒ suits and coordinated sportswear
☐ shirts
☐ sweaters
☐ trousers
☐ ties
☐ furnishings
☐ topcoats and overcoats
☐ belts

SECTION II: Completion

DIRECTIONS: Merchandise classifications may be subclassified in several ways. Suit is an example of how merchandise may be subclassified. In the blank spaces below write three other ways merchandise may be subclassified.

1. _____
2. _____
3. _____

Student's Name _____
Date _____

Learning Package VIII - Module Nineteen
MEN'S WEAR ASSORTMENTS
POSTTEST ANALYSIS CONFERENCE

After you have completed the pretest arrange to have a conference with your teacher to discuss whether or not you answered correctly ninety per cent (90%) or more of the questions. Complete the following form during your conference with your teacher.

How many questions did you answer correctly? _____
How many questions did you answer incorrectly? _____

If you answered correctly 90% or more of the questions: a. Note below any questions you answered incorrectly: b. Review the information sheets in this module and find the correct answers to the questions you missed. c. Proceed to another module.	If you did not answer correctly 90% or more of the questions: a. Study the information sheets in this module and complete the in-class activities. b. Arrange with your teacher to take the posttest.
---	--

Teacher suggestions or comments (list below):

Student's Name _____
Date _____

Learning Package VI - Module Fifteen
WOMEN'S WEAR STYLE DETAILS
Posttest

Section I: Short Answer

DIRECTIONS: Identify the following sketches by writing the name of each style detail in the blank below each sketch. For another clue, you may want to refer to the list of definitions which corresponds with the sketches (for example, definition A describes sketch A).

A.  B.  C.  D. 

E.  F.  G.  H. 

Definitions

A. An ornamental neckwear consisting of design worked on fabric by hand or machine.
B. A piece of shaped material sewn to the inside of the garment, having all but the upper edge of the pocket stitched to the garment.
C. A decorative item that is attached by hand or machine to another surface.
D. A style detail that may be fitted around the shoulder area, on the front and the back of a garment or around the neckline on the shirt of a garment.
E. Adjusted fullness in a fabric, using at least three one of pointed, turning, or gathered which are drawn up to hold the extra fullness in place.
F. An inverted pocket, having a narrow strip of fabric sewn across the top of the pocket opening.
G. A shoulder strap or tie.
H. A row of topstitching on the edge of a garment and approximately one quarter inch away from the edge.
I. A narrow flat braid often used to sew ornamental designs on clothing.
J. A small topstitched fold of fabric, used to form designs such as squares or straight lines.
K. An ornamental stitch on the outer seam edges with a zigzag type of stitch.
L. A decorative stitch where thread is drawn across an open seam.

Student's Name _____
Date _____

Learning Package VI - Module Fifteen
WOMEN'S WEAR STYLE DETAILS
POSTTEST ANALYSIS CONFERENCE

After you have completed the posttest arrange to have a conference with your teacher in order to find out the results of your posttest and to discuss how to proceed. Also be prepared to discuss improvements you have made in your attitude and appearance whether you are employed or not. Complete the following form during your conference with your teacher.

How many questions did you answer correctly? _____
How many questions did you answer incorrectly? _____

If you answered correctly 90% or more of the questions: If you are presently employed in a retail clothing store: a. Complete the in-store activities. b. You may wish to complete the quest activities. c. Proceed to another module.	If you are not presently employed in a retail clothing store: a. You may wish to complete the quest activities. b. Proceed to another module. NOTE: When you become employed you may complete the in-store activities.
---	--

-If you did not answer correctly 90% or more of the questions:

a. Review the information sheets in this module and the in-class activities. b. You may wish to complete the quest activities. c. Repeat the posttest.

Teacher suggestions or comments (list below):

attitude -
appearance -
posttest results -
how to proceed -

Appendix R (cont'd)

Learning Package III - Module Eight	
WOMEN'S WEAR ASSORTMENTS	
Pretest - Posttest Key	
<u>Section I</u>	<u>Section III</u>
1. I	1. b and c (two points)
2. E	2. a, c and e (three points)
3. D	3. b and d (two points)
4. A	4. b, c and e (three points)
5. H	5. b and c (two points)
6. K	6. a and c (two points)
<u>Section II</u>	<u>Section IV</u>
(The following answers may be listed in any order)	1. price
1. coats and suits	2. color
2. dresses	3. style
3. separates and sportswear	4. fabric
<u>Pretest/Posttest Evaluation</u>	
<u>27</u> = Total possible correct test answers.	
<u>24</u> = Ninety per cent (90%) of the total correct test answers. Students answering <u>correctly 24 or more questions</u> may proceed to another module.	
<u>Pretest:</u> Students answering <u>incorrectly 4 or more questions</u> on the pretest should proceed to the information sheets and learning activities of this module and prepare for the posttest.	
<u>Posttest:</u> Students answering <u>incorrectly 4 or more questions</u> on the posttest should review the module and repeat the posttest.	

The answer sheet for each pre and posttest included the scoring system to evaluate the student's achievement at the 90% level. The teacher-coordinators were given the following suggestions for grading the tests:

1. Teachers grade test before student conferences
2. Teacher and student grade test during conference
3. Student grade own test before conference

Forms for pre and posttest analysis conference were attached to each test and served to guide both student and the teacher, during the conference period.

Appendix S

Schools, Administrators and Teacher-Coordinators Participating in the Project

<u>Secondary</u>	<u>School</u>	<u>Administrator</u>	<u>Teacher-Coordinator</u>
77 Oklahoma City	Capital Hill	Ray Thompson	Ed Vaughn
	Central Innovative	Bob Alyea	Lena Gonsoulin
	Classen	Ed Berry	Sarah McKinney
	John Marshall	Jim Robinson	Monica Fenity
	Northeast	Robin Gaston	Rosetta Culpepper
	Northwest Classen	June Dawkins	Robert Dunlap
	U.S. Grant	Jake Diggs	Frances Hendrix
Tulsa	Central	Gene Tucker	Alberta Jones
	East Central	Jim Payne	Lucy Spears
	McLain	Sylvester Gibson	Al Tuttle
	McLain	Sylvester Gibson	Treva Wiruth
<u>Adult</u>			
Oklahoma City	Adult Ed. Center-Public Schools	Wesley Driggs	Pat Holman*
	Opportunities Industrial Center	Jim Wallace	Coye Steele
Tulsa	Tulsa County Area Vocational Center	Gary Moon	Marydith Fincher

*Day School, Secondary Level

Appendix T

School Settings Where the Open Entry-Exit Concept Was and Was Not Implemented

Implemented (Five Programs)

1. School Setting: Secondary level (day school) Adult Education Center, Oklahoma City, operating on a continuous enrollment basis. Students may be referred to the Center from other high schools on any school day. The counselor enrolls students and determines the units of credit needed for each student on the basis of 65 class hours per semester.

Participation: One cooperative vocational home economics teacher-coordinator and eleven students.

2. School Setting: Adult level, Opportunity Industrial Center (OIC), Oklahoma City, private school, operating on an open entry-exit basis. Students can enroll each Monday of a school week and exit on any Friday. Students are referred to OIC by the CETA office (Comprehensive Employment and Training Act). Students receive a Completion Certificate on the basis of efficiency in performing job related tasks.

Participation: One retail sales instructor and one student.

3. School Setting: Secondary level, Central Innovative High School, Oklahoma City, alternative high school, operating with enrollment by application and selection by lottery. Students may select course work and contract for credits on an open entry-exit basis during the regular semester.

Participation: One business education teacher and seven students.

4. School Setting: Secondary level, East Central High School, Tulsa, operating on a regular fall enrollment basis.

Participation: One non-vocational home economics teacher and seven students.

5. School Setting: Secondary level, Central High School, Tulsa, operating on a regular fall enrollment basis.

Participation: One non-vocational home economics teacher and two students.

Not Implemented (Nine Programs)

1. School Setting: Secondary level, Capitol Hill High School, Oklahoma City, operating on a regular fall enrollment basis.

Appendix T (cont'd)

Participation: One distributive education teacher-coordinator, no students.

2. School Setting: Secondary level, Classen High School, Oklahoma City, operating on a regular fall enrollment basis.

Participation: One cooperative vocational education teacher-coordinator and seven students.

3. School Setting: Secondary level, John Marshall High School, Oklahoma City, operating on a regular fall enrollment basis.

Participation: One distributive education teacher-coordinator and six students.

4. School Setting: Secondary level, Northeast High School, Oklahoma City, operating on a regular fall enrollment basis.

Participation: One cooperative vocational home economics teacher-coordinator and eight students.

5. School Setting: Secondary level, Northwest Classen High School, Oklahoma City, operating on a regular fall enrollment basis.

Participation: One distributive education teacher-coordinator and two students.

6. School Setting: Secondary level, U.S. Grant High School, Oklahoma City, operating on a regular fall enrollment basis.

Participation: One distributive education teacher-coordinator and four students.

7. School Setting: Secondary level, McLain High School, Tulsa, operating on a regular fall enrollment basis.

Participation: One distributive education teacher-coordinator and two students.

8. School Setting: Secondary level, McLain High School, Tulsa, operating on a regular fall enrollment basis.

Participation: One non-vocational home economics teacher and four students.

9. School Setting: Adult level, Tulsa County Area Vocational Technical School, Tulsa, operating on a regular fall enrollment basis.

Participation: One distributive education teacher and eight students.

Appendix U

Teacher-Coordinator's Responses to Evaluation Questionnaire

Teacher-Coordinator Evaluation

Rating Scale

Strongly Agree ----- Strongly Disagree
5 4 3 2 1

N = 14

		N = 14					Strongly Agree				Strongly Disagree
							5	4	3	2	1
Problems and Difficulties Encountered											
1.	The regular class schedule allowed ample time for students to work on their own.						9	2	2	3	2
2.	My classroom setting did not facilitate a separate learning center for students working on modules.						5	1	2	3	2
3.	I did not have resource materials to help students with some of the quests.						1	3	2	5	3
4.	Students had problems completing the classroom activities.						0	3	3	2	6
5.	Students had problems completing the in-store activities.						3	2	5	2	2
6.	The administration in my school was supportive and helpful in encouraging students to use open-entry exit system.						5	3	2	1	3
7.	The state and city administrators were supportive in the use of open entry-exit system.						8	3	2	1	0
Evaluation of the System and Materials											
1.	I did not have time to assist individual students in the use of modules.						1	4	4	2	3
2.	I did not have time to monitor the pretests and posttests for students.						0	1	3	2	8
3.	Grading the pretests and posttests required too much additional time.						0	1	3	2	8
4.	The pretest and posttest record form was easy to keep up.						6	5	2	0	1
5.	Students were able to proceed through the modules without a great deal of help.						7	3	1	3	0
6.	I felt the color coding helped the students to make better use of the modules.						11	2	1	0	0
7.	The packaging of the modules was durable and appropriate for student use.						12	1	1	0	0
8.	I liked to use the independent learning materials in my class.						11	2	1	0	0
9.	Fliers helped me recruit students.						0	1	6	1	4
10.	Fliers helped me explain the program to retailers.						2	3	5	0	1
11.	The fliers helped the counselors to recruit students.						0	1	4	2	4
12.	Publicity in newspapers helped others to learn about the program.						1	2	4	2	2
13.	Having the Learning Packages for students to use gave me more time with students who needed individual help.						6	4	1	2	0

Note. Not all teacher-coordinators responded to each statement.

Appendix U (cont'd)

Teacher-Coordinator Evaluation

Evaluation of Students' Achievement	Strongly Agree					Strongly Disagree				
	5	4	3	2	1	5	4	3	2	1
1. Employers thought the modules helped the students improve on the job.	5	5	0	1	0					
2. The use of the modules did encourage students to work on their own.	8	5	1	0	0					
3. The students thought the modules were repetitious of information they already knew.	0	1	5	1	6					
4. I thought the modules were too time consuming.	0	0	1	3	10					
5. Students who used the modules did better on the job than students who did not use modules and worked in clothing stores.	0	2	5	1	0					
6. Students who used the modules were more interested in my class than students who did not use the modules.	3	2	7	1	1					
7. Students who had jobs in a retail clothing store were more motivated to complete modules than the students who were not employed.	1	4	5	2	1					
8. The gains in pretest and posttests indicated the students learned a lot using the modules.	8	4	2	0	0					

Teachers Suggestions for Revisions	Yes		No	
1. The performance objectives for the modules were clearly stated.	12	0		
2. The pretests and posttests were too difficult.	2	10		
3. The information sheets were too long.	3	9		
4. The information sheets were easy to understand.	12	0		
5. The illustrations were helpful.	11	0		
6. The class activities were helpful in achieving the objectives in the modules.	12	0		
7. The quest activities were necessary.	9	2		
8. The in-store activities were realistic.	12	0		
9. The in-store activities should be evaluated in some way.	8	3		
10. The employed student should do all the modules related to their job.	10	2		
11. The unemployed students should not start the modules until they get a job.	2	10		
12. The way the Learning Packages were grouped should be reorganized.	1	11		
13. The way the modules were packaged is satisfactory	12	0		
14. The length of the modules should be shorter.	2	10		

Note. Not all teacher-coordinators responded to each statement.

Appendix V

Students' Responses to Evaluation Questionnaire

Student Evaluation

Rating Scale

Rate how you feel about each of the following statements by putting a check mark (✓) in the appropriate block at the right. Use the scale below to rate each statement.

Strongly Agree ----- Strongly Disagree						Strongly Agree	Strongly Disagree			
5	4	3	2	1						
Evaluation of the System and Materials						5	4	3	2	1
1.	I liked having class time to learn how to improve my job.	15	3	4	0	1				
2.	It would have been better if the teacher had had more time to help me use the learning packages.	8	3	5	2	6				
3.	I would rather have worked in a group than independently.	6	6	2	3	7				
4.	It took too much time to get the results of my test before I could go on with the modules.	3	1	1	0	19				
5.	I was glad that it made no difference in what order the modules were done.	15	4	5	0	0				
6.	I liked the way the modules were grouped into learning packages.	14	7	2	0	1				
7.	I thought students should have had to do all of the modules rather than just the modules they wanted to do.	1	5	8	1	9				
8.	I liked having some activities to do in the classroom and some on the job.	9	7	5	0	1				
9.	I thought the modules were too difficult to understand without the help of the teacher.	1	2	7	4	10				
10.	The instructions in the <u>Orientation Manual</u> were easy to follow.	13	4	5	0	0				
11.	The instructions in each of the modules were easy to follow.	13	6	3	1	0				
12.	The performance objectives in each module helped me understand what the module would include.	10	7	5	1	0				
13.	I had difficulty in understanding the classroom activities.	0	4	4	5	8				
14.	I felt it was acceptable to do the in-store activities on my job.	8	3	5	4	2				
15.	When I was working on the job, I did not have time to do the in-store activities.	1	7	5	1	6				
16.	It took too long to do each module and I got bored.	1	5	5	4	9				
17.	I already know the information which was included in the module.	3	0	2	10	9				
18.	The modules were so simple they were not interesting.	2	0	2	4	16				
19.	I would rather have read textbook materials instead of using the modules.	1	1	2	5	15				
20.	The quest activities suggested in the modules were not possible for me to do.	1	1	11	6	5				
21.	I got tired of the modules and didn't try to finish all the modules I had planned to complete.	2	5	5	2	8				
22.	I felt the color coding helped me to make better use of the modules.	5	10	7	0	2				

Note. Not all students responded to each statement, and not all students returned an evaluation questionnaire.

Appendix V (cont'd)

Student Evaluation						
Evaluation of Achievements		Strongly Agree				Strongly Disagree
		5	4	3	2	1
1.	My employer through the modules were a big help to me in learning to sell.	8	1	4	1	5
2.	The modules made it possible for me to work at my own rate on an independent basis.	12	2	5	1	1
3.	The modules made it possible for me to take all the time I needed to do my class work.	10	4	7	1	1
4.	I had to ask some of the other employees to help me with my in-store activities.	2	1	3	2	10
5.	My boss had to help me with the in-store activities in the modules.	1	1	2	2	12
6.	The scores on my pretests and posttests showed that I learned a lot.	5	4	7	5	0
7.	I would rate myself high in terms of the way I have improved on the job.	7	3	8	3	0
8.	I liked being able to start the modules when I wanted to begin.	13	5	3	1	0
Suggestions for Revisions						
		Yes	No			
1.	The performance objectives for the modules were clearly stated.	15	0			
2.	The pre and posttests are too difficult.	4	11			
3.	The information sheets were too long.	1	14			
4.	The information sheets were easy to understand.	12	2			
5.	The illustrations were helpful.	14	0			
6.	The class activities were helpful in achieving the objectives in the modules.	13	2			
7.	The quest activities are necessary.	6	8			
8.	The in-store activities are realistic.	6	3			
9.	The in-store activities should be evaluated.	3	7			
10.	The employed student should do all the modules related to their job.	10	3			
11.	The unemployed students should not start the modules until they get a job.	4	10			
12.	The way the Learning Packages were grouped should be reorganized.	5	9			
13.	The way the modules were packaged is satisfactory.	14	0			
14.	The length of the modules should be shorter.	5	9			

Appendix W

Plans for Dissemination and Further Use of the Individualized Instructional Materials

The researchers will provide a set of the individualized instructional materials for the Coordinator of the Instructional Materials Center at the State Department of Vocational-Technical Education. The staff will review the materials and make recommendations for their duplication and use in Cooperative Vocational Programs in Oklahoma.

The Coordinator of the Instructional Materials Center is presently the director of one of the six regional curriculum coordination centers. He suggested that a set of the individualized instructional materials be provided for each of the six regional offices and that duplication privileges be given to each of the directors.

In addition, the researchers propose to report the research findings and present the individualized instructional materials at the Concurrent Meeting for Curriculum Coordination and Dissemination in Minneapolis, July 1977. This meeting is sponsored by the Regional Network of Curriculum Coordination and Dissemination and is funded by a grant from the Curriculum Branch of the United States Office of Education, Bureau of Adult and Vocational Education. The researchers also plan to present the findings of the research at other state, regional and national meetings where such reports would be appropriate.

Appendix X

School Administrators' Opinions Regarding the Open Entry-Exit Concept After the Trial Period in Schools Where the Concept Was and Was Not Implemented

Statements	Implemented N = 5			Not Implemented N = 8		
	Un- Agreed	Dis- decided	Dis- agreed	Un- Agreed	Dis- decided	Dis- agreed
	5-4	3	2-1	5-4	3	2-1
1. It is difficult to schedule classes for students who work during the school day.	1	2	2	7	1	0
2. In cooperative vocational educational programs there should be self-instructional materials related to the students' job competencies.	5	0	0	8	0	0
3. Students should be allowed to learn at their own pace in the classroom.	5	0	0	6	1	1
4. Students who do not have jobs should have access to the same learning materials as students who do have jobs.	4	1	0	7	1	0
5. Students who are enrolled in cooperative work programs should first learn basic job skills.	3	1	1	8	0	0
6. Individual learning packages are ideal for use in cooperative work programs where different students need to develop different job skills.	4	0	0	8	0	0
7. Some high school students are able to learn on their own given the necessary information and instructions in a classroom setting.	4	1	0	7	1	0
8. Students cannot apply knowledge in a job situation unless they have an opportunity to work while they are learning.	3	1	1	5	3	0
9. Independent learning systems can be profitable for the slow learner as well as the fast learner.	4	0	1	7	1	0
10. New teaching systems can be more easily initiated by teachers with few years of teaching experience.	3	1	1	3	2	3
11. Students who obtain a job and are not in cooperative work programs should be allowed to enroll when they get a job.	3	1	1	1	3	4
12. Students who obtain a job and are not enrolled in a cooperative work program should have access to learning packages without enrolling in a course.	2	2	1	4	3	1

Publicity for the Project

The Daily O'Collegian Tuesday, July 15, 1975 Page 3

retail clothing classes may change

New program suggested

Innovative changes could occur in education at the administrative, student and teacher levels in secondary and post-secondary cooperative work programs if results and benefits expected are realized in a new research project begun July 1 in Oklahoma.

The researchers, Dr. Kathryn M. Greenwood and Dr. Ruth Pestle, both Oklahoma State professors, will identify and examine administrative barriers which prevent workers and potential workers in retail clothing programs from getting needed learning experiences at their own pace rather than in the traditional academic semester or year.

The project will also include planning strategy to begin the use of individualized instruction or learning packages in cooperative work programs in secondary and post-secondary levels in Tulsa and Oklahoma City.

The learning packages will be based on competencies needed in various areas of clothing, textiles and merchandising. These will provide students in selling jobs learning experiences to help them

move to positions requiring more complex judgments such as buying merchandise or supervising other employees.

Teacher coordinators will be trained to help students use the learning packages on a trial basis in cooperative work programs.

Participating administrators, teacher coordinators, students and retailers will evaluate the results of students' learning by the new method rather than in an educational system for a prescribed number of weeks.

These evaluations will be used to make recommendations for putting needed educational changes into practice so students and retail store workers can learn what they need to know at their own convenience and learning pace rather than in a semester or year of secondary or post-secondary student work experiences.

The project has been made possible by a grant from the U. S. office of Education to OSU. It is the first interdepartmental research project conducted by the OSU Division of Home Economics.

Dr. Greenwood, coordinator of the OSU fashion merchandising program, is project director. She has worked with clothing and merchandising programs and with distributive education in Oklahoma for 20 years. She is now working with educators and retailers who will become part of this research.

The project co-director, Dr. Pestle, teaches home economics education courses to graduate students and also advises masters' and doctoral students. She is also involved in research dealing with cooperative home economics programs in Oklahoma.

Research may result in several changes

STILLWATER, Okla. — Innovative changes could occur in education at the administrative, student and teacher levels in secondary and post-secondary cooperative work programs if results and benefits expected are realized in a new research project begun on July 1 in Oklahoma.

The researchers, Dr. Kathryn M. Greenwood and Dr. Ruth Pestle, both associate professors at Oklahoma State University, will identify and examine administrative barriers which prevent workers and potential workers in retail clothing programs from getting needed learning experiences at their own pace rather than in the traditional academic semester or year.

The project will also include planning strategy to begin the use of individualized instruction or learning packages in cooperative work programs in secondary and post-secondary levels in Tulsa and Oklahoma City.

The learning packages will be based on competencies needed in various areas of clothing, textiles and merchandising. These will provide students in selling jobs learning experiences to help them move to positions requiring more complex judgments such as buying merchandise or supervising other employees.

Teacher coordinators will be trained to help students use the learning packages on a trial basis in cooperative work programs.

Participating administrators, teacher coordinators, students and retailers will evaluate the results of students' learning by the new method rather than in an educational system for a prescribed number of weeks.

These evaluations will be used to make recommendations for putting needed educational changes into practice so students and retail store workers can learn what they need to know at their own convenience and learning pace rather than in a semester or year of secondary or post-secondary student work experiences.

The project has been made possible by a grant from the U.S. office of Education to Oklahoma State University. It is the first interdepartmental research project conducted by the OSU division of home economics.

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LAWTON COMMUNITY GUIDE,
July 17, 1972

ON-THE-JOB INDIVIDUALIZED INSTRUCTION

Two home economics professors, Dr. Kathryn Greenwood, Clothing Textiles and Merchandising department, and Dr. Ruth Pestle, Home Economics Education department, are engaged in research aimed at preparing individuals for work based on their accomplishments and competencies rather than on their age or educational level.

The project, titled "Exploratory Study of Administrative Barriers to Installation of Open Entry-Exit Work Experiences in Cooperative Clothing Retailing Programs," was recently awarded \$41,955 by the U. S. Office of Education.

In discussing the study, Mrs. Greenwood said that presently many educational administrators in both high schools and colleges tend to be hesitant in permitting students flexible entry to cooperative work experiences. This has been caused, she believes, by the need to comply with traditional school and state regulations which specify that only semester credit hours are acceptable as measures of capability. "However," she said, "individualized instruction, where the student can proceed at his own pace to accomplish demonstrated competency, may prove to be an alternative means to accomplish both education and business objectives."

Working with both the Oklahoma City and Tulsa public secondary schools, Drs. Greenwood and Pestle will explore the reasons why administrators, as change agents, resist or encourage innovation in open entry-exit work experiences, following their exposure to the concept of an individualized instructional training program for high school and adult students in cooperative clothing retail programs.



Dr. Kathryn Greenwood, seated, left, and Dr. Ruth Pestle, and graduate assistants Nancy Muecke, standing, left, and Della Diggs involved in research on individualized preparation.

Dr. Greenwood said, "For this instructional program, we are developing learning packages designed to provide opportunities for high school and adult students to assume responsibility for continued learning in a work situation, under the guidance of teacher-coordinators. We also hope to provide a means by which salespeople, who are already on the job, can continue their education, benefiting both themselves and their employers. Thus, the project proposes that people already at work in retailing clothing and textiles could be referred to schools by the merchants involved in the research to secure learning packages in order to improve their job skills."

In discussing the results and benefits expected from this exploratory 18-months study, Mrs. Greenwood said the project should result in innovative changes next fall in education at the administrative level and at the student-teacher levels in some selected Oklahoma secondary and adult cooperative work programs. She said additional benefits are expected in the improvement of skills of some retail clothing employees in the two Oklahoma communities.

Further results anticipated from more general use of the open entry-exit model are that

- students should be able to match their learning needs on the job more closely with competency-based instructional materials;
- retailers will be able to hire workers who have accessibility to individualized instructional materials as needed;
- teacher-coordinators will have the advantage of more highly motivated students, high school and adult age, who move at their own pace, and will have the use of self-instructional materials based on job descriptions.
- educators will have available one strategy for initiating and implementing an open entry-exit approach to cooperative work experience programs which might be generalizable to programs with similar purposes.

Assisting Drs. Greenwood and Pestle in the study are graduate assistants Della Diggs, doctoral candidate in Home Economics Education, and Nancy Muecke, master's candidate in Clothing, Textiles and Merchandising.

Dr. Greenwood will be attending a national research conference in Atlanta on Oct. 23-24. This meeting is under the auspices of the U.S. Department of Education Vocational Curriculum Planning Division. The purpose of the meeting is to share research information from various projects throughout the U. S., and to work toward improving methodology in research.

OCTOBER 30, 1977

M-Stillwater (OKLA.) NEWS-PRESS—Wednesday, October 22, 1975

Dr. Greenwood To Review OSU Project At Atlanta Meeting

Can you imagine getting college credit for working a few hours a day in a retail clothing store, never sitting inside a classroom and perhaps never hearing a traditional "schoolroom lecture" or how about a course without an instructor?

That's what's happening in a new program at Oklahoma State University directed by Dr. Kathryn Greenwood and Dr. Ruth Pestle, who sometimes take a dim view of the traditional classroom approach to learning.

They think on the job training and actual experience is the only way to learn that a job is all about in some cases.

As a result, they've been involved in some research in non-traditional methods of teaching and Dr. Greenwood will be sharing her experiences in the new program when she addresses a research conference Thursday in Atlanta, Ga. The conference is being sponsored by the U.S. Office of Education.

Dr. Greenwood, who has worked with clothing, textiles and merchandising programs in Oklahoma for 20 years, felt too often there were barriers erected by teachers and administrators in some of the programs aimed at training retail clothing workers.

The project involving the two

teachers is seeking to identify and examine barriers which keep potential sales personnel from getting needed learning experiences at their own pace rather than in the traditional academic semester or year.

Now, a student who used to sit in a classroom for a semester trying to learn the ins and outs of successful retailing and merchandising, bypasses the academic setting.

Instead they are being placed in retail firms and are being provided with a number of experiences within that organization to increase their on the job competencies.

As they increase their skill at

certain jobs, they are moved into other areas to give them a total picture of the retail operation — from selling merchandise off the racks or shelves to supervising other employees.

Dr. Greenwood and Dr. Pestle both believe the new program is important because it appeals to individuals who have different needs at different times, rather than herding students into one program, at a specific time.

"The program offers students a realistic and practical approach to learning," Dr. Greenwood said.

The two teachers also believe the new program has another

plus. It is available to non-students already working in retail firms who would like to learn more about another area of work. "Students and store personnel have not had such choices in the past," Dr. Greenwood remarked.

Another advantage is the flexibility of the program which keeps it from being an "eight to five" experience. A student may check into a store and spend as little as two or three hours just learning how to do one thing, as opposed to the old fashioned method of reading a lot of "how-to's" in a textbook and then being tested on them just for good measure.

The biggest advantage for many students or current retail personnel is the fact they can begin and end the experience any time they please, simply by stating their desire to participate in the program and being assigned a store.

Grading is also "non traditional". Dr. Greenwood and other trained coordinators just do record keeping on what experiences the student has participated in.

The evaluations of participating administrators, teacher coordinators, students and retailers will be used to make recommendations for putting

needed educational changes into practice so students and retail store workers can learn what they need to know at their own convenience and learning pace.

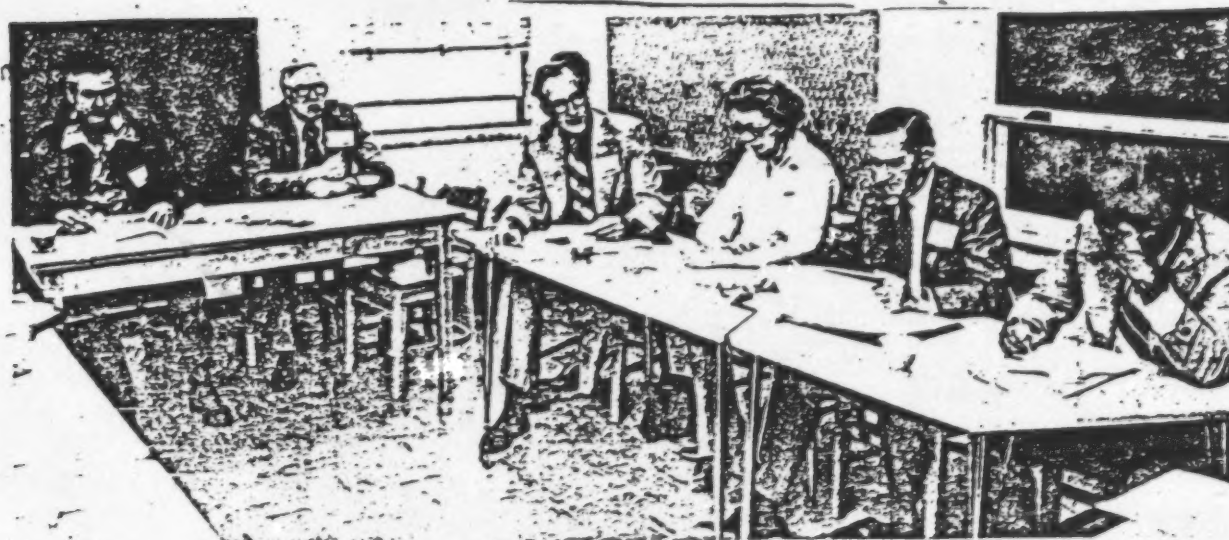
From Dr. Greenwood's viewpoint, the consumer will be the ultimate beneficiary of the new research project. "The ultimate goal of the program is to enable the retail person to serve the consumer better," she said.

The five phase project has been made possible by a \$41,995 grant and is the first inter-departmental research project conducted by the OSU College of Home Economics.



DR. KATHRYN GREENWOOD

STILLWATER (OKLA.) NEWS-PRESS—Monday, April 12, 1976—13



SATURDAY RESEARCH PROJECT MEETING — Exploring the ways of implementing the open entry-exit concept for cooperative work programs in Tulsa and Oklahoma City secondary and adult programs was the purpose of a meeting in Stillwater Saturday. Shown, left to right, are Bill Harris, Oklahoma City; Eugene Dollar, Stillwater; Ted Best, Stillwater; Nedra Johnson, Oklahoma City; Homer Town, Tulsa, and Bob Reece, Oklahoma City. Dr. Kathryn Greenwood

and Dr. Ruth Pestle, faculty members of the Division of Home Economics at Oklahoma State, are co-directors of the project, funded by the U. S. Office of Education. Delilia Diggs and Nancy Peavler are graduate assistants. The next phases of the project will include orientation sessions with teacher-coordinators who will participate in the pilot study, Fall 1976 and the actual use of learning packages by students working in clothing stores. (News-Press photo by Charles Turman)

Sunday, Dec. 3, 1978

Retailers Eye New Approaches To Train Clerks

Persons working in a retail store or those expecting to sell women's and men's wear may complete learning activities at their own pace.

Learning packages on women's wear, sale responsibilities and men's wear were developed as part of a research project funded by the U.S. Office of Education, says Dr. Kathryn M. Greenwood, project director.

Each package has several modules pertaining to specific topics. And each module, serving as a learning guide, includes a pre-test, information sheets, learning activities, a post-test and additional enrichment activities.

Persons now working in a retail clothing store will complete the learning activities planned for the classroom. Those employed will complete some learning activities at school and some in the store where they are working.

High school and adult programs in Oklahoma City are participating this fall in the pilot study for this OSU research project.

"It is not too late to take advantage of the retail learning packages," says Dr. Greenwood.

More information is available from the distributive education, home economics, business education, cooperative vocational education, and adult teacher-coordinators or counselors in the following schools: Capitol Hill, Central Innovative, Classen, John Marshall, Northeast, Northwest Classen, U.S. Grant, Adult Education Center at 715 N. Walker, or the Technical Center at 4024 Lincoln Blvd.

Advantages of the learning packages are that workers and potential workers in retail stores may select what they want to learn and learn at their own pace. They can check their knowledge and arrange their test schedule.

Participants can choose from various learning activities, some in a classroom whether employed or not and some in the store if employed. They can learn about selling clothing in retail stores, selling women's wear or selling men's wear.

The orientation manual precedes the learning packages and includes attitude and appearance on the job as well as knowledge about the job.

The women's wear modules deal with merchandise assortments, and construction and fit.

The modules in the men's wear learning materials include merchandise assortments, fabric features, suitability for customer, style characteristics, and construction and fit.



Grand Aids Training Program...

Monica Fenity, an Oklahoma State University graduate who serves as teacher-coordinator at the John Marshall High School in Oklahoma City, and students, Bob Harmony, left, and Catherine Wolf, both of Oklahoma City, examine some of the individualized learning materials used in training retail clothing salespeople. The materials were developed by OSU clothing, textiles and merchandising instructors. Miss Fenity is also the granddaughter of Mrs. Elizabeth Brock, 716 S. Duck.

Study open to adults and students

OSU opens retailing course at Marshall

Friday area residents working in a retail store or those expecting to sell women's and men's wear may complete learning activities at their own pace.

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The women's wear modules deal with merchandise assortments; fabric features, suitability for customer, style characteristics, and construction and fit.

The modules in the men's wear learning materials include: merchandise assortments, fabric features, suitability for customer, style characteristics and construction and fit.

Modules in the sales responsibilities package include: selling techniques, and stockkeeping duties.



EXAMINING LEARNING MATERIALS—Monica Fenly, center, teacher/coordinator at John Marshall High School and students, Bob Harmony, 2308 Barclay, left, and Cathrine Wolf, 2033 Andover Ct., examine individualized learning materials for retail clothing salespeople.

Oklahoma Reporter, Friday, December 17, 1976

CTM Professor Urges Willingness To Accept New Ideas In Education

"Be a part of the change in education," Dr. Kathryn M. Greenwood encouraged Phi Upsilon Omicron members during the Founders Day Banquet at Oklahoma State University recently.

Talking about introduction of a new innovation, she discussed three groups of people involved in change — the innovators or leaders, the followers and the late adopters or laggards.

She said, "Acceptance of a new idea has to be evidenced by a change in behavior, in what you say, do or wear."

She explained change can be speeded up or held back by such factors as economic, social, cultural, technological, physical and psychological factors or by peer groups.

She reviewed the U.S. Office of Education research project just completed on the study of administrative barriers to the installation of open-entry-exit work experiences in cooperative clothing retailing programs.

She and Dr. Ruth Pestle, a former OSU associate professor

of home economics education, directed the project. Graduate assistants helping with the research were Delilia Diggs, a doctoral student and Nancy Peavler, a master's student, both in home economics.

They found lifelong learning is not a generally accepted concept.

During the pilot study — 14 high school and adult programs in Tulsa and Oklahoma City participated. Of those, three schools were already receptive to open-entry-exit, continuous enrollment.

Some barriers to implementing change the researchers found were fixed enrollment, established class schedules and prescribed curriculum.

Some strategies recommended as a result of the study were that leaders must accept new ideas first and major changes in behavior patterns take longer than other changes.

The researchers also recommended the State Department of Education, the State Department of Vocational Education, public administrators and city

school supervisors cooperate in changing the curriculum, provide in service training to help teachers understand self instructional or individualized materials and provide more individualized instruction materials to use.

Dr. Greenwood encouraged the students and adults at the Phi U banquet to be receptive to new ideas, to test, evaluate and

be open minded to new ideas and to be part of the change in education meeting societal needs.

She said, "You can be a leader or a follower. Don't be a lagger."

Susanna Koesler, Vinita, was presented the Letitia Olson Award and Glee Dale, the Candle Award. Both are OSU juniors in home economics.

STILLWATER (OKLA.) NEWS-PRESS—Sunday, Feb. 13, 1977—23